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ABSTRACT

Information is presented on the employment, classification, and compensation of ethnic minorities and women in California public postsecondary institutions in 1977, 1979, and 1981. The report is divided into separate sections for the University of California, the State University, and the California community colleges. Within each section, data is provided on: classification/occupational activity; compensation; full-time faculty by tenure status and rank; and new hires, promotions, and separations. Primary emphasis in the textual discussion is placed on the top three occupational categories of Executive/Administrative/Managerial staff; Faculty; and Professional Non-Faculty. Conclusions about affirmative action for personnel in the three public segments since 1977 include the following: there have been modest increases in the percentages of women and minorities in the faculty and staff of the public institutions; in most employment categories, men are better represented than are women, regardless of ethnic group; and the representation of women and minorities in the tenure-track faculty, as well as in the tenured faculty is discouraging. Appendices include 1982 reports and statistical data from the three segments of postsecondary education; and the text of California Assembly Bill No. 105. (SW)

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WOMEN AND MINORITIES IN CALIFORNIA PUBLIC POSTSECONDARY EDUCATION

THEIR EMPLOYMENT, CLASSIFICATION, AND COMPENSATION, 1977-1981

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The Commission consists of 15 members. Nine represent the general public, with three each appointed by the Speaker of the Assembly, the Senate Rules Committee, and the Governor. The other six represent the major educational systems of the State.

The Commission holds regular public meetings throughout the year at which it takes action on staff studies and adopts positions on legislative proposals affecting postsecondary education. Further information about the Commission, its meetings, its staff, and its other publications may be obtained from the Commission offices at 1020 Twelfth Street, Sacramento, California 98514; telephone (916) 445-7933.

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INTRODUCTION

BACKGROUND

This report has been prepared in compliance with Education Code Section 66903 (AB 105, Hughes, 1977), which directs the Commission to report on the employment, classification, and compensation of ethnic minorities and women in the three public segments of California postsecondary education. (AB 105 is reproduced in Appendix A.) Also included are data concerning new hires, promotions, and separations of women and minorities in the public segments.

The Commission publishes this report on a biennial basis, using information collected from the federal Higher Education Staff Information (EEO-6) survey. This report is the second in the series and covers data reported in 1977, 1979, and 1981. (The first report, entitled Women and Minorities in California Public Postsecondary Education: Their Employment, Classification, and Compensation, 1977-1979, published in March 1981, is available from the Commission upon request.)

This report is divided into four major sections: The University of California; The State University; The California Community Colleges; and Observations and Conclusions. Within each section, it includes data on four specific topics: classification/occupational activity; compensation; full-time faculty by tenure status and rank; and new hires, promotions, and separations. Primary emphasis in the textual discussion is placed on the top three occupational categories of Executive/Administrative/Managerial staff; Faculty; and Professional Non-Faculty. (These categories are defined in Appendix B.)

AB 105 requests the segments to provide the Commission with narrative evaluations addressing the following topics: patterns of underutilization of women and minority employees compared to their availability among different job categories; specific results of affirmative action programs in reducing the underutilization of women and minorities; and evaluations of the strengths and inadequacies of current affirmative action programs. The segments' narrative evaluations are presented in their entirety in Appendices C, D, and E.

DIFFERENCES FROM THE 1981 REPORT

In contrast to its predecessor, this report contains no statewide overview section; instead, it focuses on each segment individually, comparing the progress made in each of the top three occupational categories during the four-year period from 1977 to 1981. Also new this year is the focus on how men and women of each different ethnic group are faring as faculty and staff, instead of reporting on all minority males and females together, as did the previous report. This allows comparisons to be made, where possible, in the relative levels of progress among different ethnic groups, and among men and women within those ethnic groups.

In addition, for the first time this year, the report includes data on part-time faculty and staff in each segment's "Classification/Occupational Activity" section and on salary ranges over $30,000 in the sections on "Compensation." This latter addition stems from a Commission request that each segment complete a supplement to the regular EEO-6 survey, expanding the salary ranges past the "$30,000 and above" range at which the federal survey stops to "$50,000 and above," using $5,000 increments. All the segments agreed to use the extended salary range supplement, which permits analysis of salary ranges beyond that in the federal form. The charts in the Compensation sections thus show the percentages of white males and females who make less than $30,000; $30,000 to $34,999; $35,000 to $39,999; $40,000 to $44,999; $45,000 to $49,999; and $50,000 and above. The tables in Appendices F to H show the precise number of men and women in each ethnic group whose salaries were reported in each salary range from "below $7,500" to "$50,000 and above."

Finally, the 1981 report contained 44 statistical tables detailing the 1977 and 1979 data for both nine- and eleven-month contract faculty and staff. Rather than increase the bulk of statistical tables in this report by the number needed to show the 1981 data, the majority of the tables for each segment appear in the appendices, while charts in each chapter illustrate the changes in the data over the four-year period for ease of reading and comprehension. While these charts generally display percentages, the total number of persons in each base year is printed on each chart, and the precise number of persons in each category can be found in the corresponding table in Appendices F to H.

CAVEATS

The data for 1977, 1979, and 1981 are generally comparable across all occupational categories, but some problems exist in particular instances. First, as discussed in the 1981 report (pp. 1-2), the State University established new classifications in 1978 to identify all employees with managerial responsibility. The result of this change was a shift of over 900 persons from the Professional Non-

Faculty and Faculty categories into the Executive/Administrative/Managerial category, which caused considerable increases from 1977 in the percentages of women and minorities reported in the latter category in 1979. Data on the three categories should be fairly comparable, however, from 1979 to 1981.

Second, this year, the University of California excluded student assistants or teaching assistants from the EEO-6 full-time Faculty category, thus reducing the size of that category by about 1,600 persons. As Anthony Martinez of the University explains (1982), "it appears from the totals that the size of the full-time teaching faculty has decreased from 13,499 in 1979 to 11,823 in 1981, when in fact the decrease is an artifact of the changed definition of 'faculty' between the two years." This decrease in the overall Faculty category may also have affected the increases or decreases in the percentages of women and minorities reported in the University's full-time faculty in 1981.

Third, the University deleted some 9,000 teaching assistants from its 1981 data on part-time faculty, which resulted in a dramatic decrease in the number of persons in this category between 1979 and 1981 and may have affected the percentage of women and minorities reported in the University's part-time faculty in 1981.

Fourth and finally, data were received from 69 of the 70 California Community College districts; Marin Community College District was not included due to data problems that could not be resolved. Also, two districts (Marin and Contra Costa) could not provide data for the extended salary ranges on the Commission's salary supplement, so their salary data were deleted from the charts in the compensation section in order to provide comparable data in all the salary ranges.

CHAPTER ONE

THE UNIVERSITY OF CALIFORNIA

CLASSIFICATION/OCCUPATIONAL ACTIVITY

This section of the report answers several questions about both full- and part-time staff of the University in terms of their classification and occupational activity:

- What was the representation of women and minorities in the University's work force in 1981?

- How well were women and minorities represented in the top three occupational categories and how had that representation changed over the four-year period since 1977?

- What were the differences among minority groups, and between men and women within those minority groups, in terms of representation in the top three occupational categories at the University?

- How did the representation of women and minorities in the University's administration and faculty in 1981 compare to the sex and ethnic composition of the University's undergraduate and graduate student bodies?

In 1981, the University had 57,301 full-time employees (an increase from 57,144 in 1979, and 55,401 in 1977). (For this report, the University's staff does not include the personnel of the three energy laboratories.) Of the full-time staff in 1981, more than half were women, as was the case in both 1977 and 1979. However, women continued to be found most frequently in the Secretarial/Clerical, Professional Non-Faculty, and Technical/Paraprofessional classifications. There were some differences among women, however, based on race. While white, Hispanic, Black, and American Indian women's greatest representation was in the Secretarial/Clerical classification, Asian women were most frequently found in the Professional/Non-Faculty classification. Similar differences existed among male employees, with white and Asian men most frequently employed in the Faculty classification at the University in 1981, and Black, Hispanic, and American Indian men most likely to be found in the Service/Maintenance classification. (Table 1 lists the numbers and percentages of men and women of each ethnic group in the seven occupational categories at the University in 1981.)

TABLE 1 Full-Time Staff by Occupational Activity, University of California, 1981, from Higher Education Staff Information (EEO-6) Survey

ACTIVITY	GRAND TOTAL	MALE						FEMALE					
		TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE
EXEC/ADMIN/MANAGERIAL	1,793	1,115	981	63	35	31	5	678	577	40	27	30	4
PERCENT	100%	62.2%	54.7%	3.5%	2.0%	1.7%	0.3%	37.8%	32.2%	2.2%	1.5%	1.7%	0.2%
FACULTY	11,823	9,474	8,372	146	250	683	23	2,349	2,024	77	65	170	13
PERCENT	100%	80.1%	70.8%	1.2%	2.1%	5.8%	0.2%	19.9%	17.1%	0.7%	0.5%	1.4%	0.1%
PROFESSIONAL NON-FACULTY	13,814	4,663	3,671	229	232	508	23	9,151	7,168	430	304	1,225	24
PERCENT	100%	33.8%	26.6%	1.7%	1.7%	3.7%	0.2%	66.2%	51.9%	3.1%	2.2%	8.9%	0.2%
SECRETARIAL/CLERICAL	17,425	2,499	1,565	363	305	249	17	14,926	10,204	1,942	1,488	1,163	129
PERCENT	100%	14.3%	9.0%	2.1%	1.8%	1.4%	0.1%	85.7%	58.6%	11.1%	8.5%	6.7%	0.7%
TECHNICAL/PARAPROFESIONAL	5,489	2,520	1,710	316	218	263	13	2,969	1,702	615	327	304	21
PERCENT	100%	45.9%	31.2%	5.8%	4.0%	4.8%	0.2%	54.1%	31.0%	11.2%	6.0%	5.5%	0.4%
SKILLED CRAFTS	1,606	1,517	1,149	133	142	67	26	89	64	7	13	4	1
PERCENT	100%	94.5%	71.5%	8.3%	8.8%	4.2%	1.6%	5.5%	4.0%	0.4%	0.8%	0.2%	0.1%
SERVICE/MAINTENANCE	5,351	3,476	1,421	1,056	660	311	28	1,875	591	787	347	136	14
PERCENT	100%	65.0%	26.6%	19.7%	12.3%	5.8%	0.5%	35.0%	11.0%	14.7%	6.5%	2.5%	0.3%
TOTAL	57,301	25,264	18,869	2,306	1,842	2,112	135	32,037	22,330	3,898	2,571	3,032	206
PERCENT	100%	44.1%	32.9%	4.0%	3.2%	3.7%	0.2%	55.9%	39.0%	6.8%	4.5%	5.3%	0.4%

Source: California Postsecondary Education Commission

Full-Time Executive/Administrative/Managerial Staff

Figure 1 illustrates the changes in percentages of men and women of each ethnic group in the full-time Executive/Administrative/Managerial staff of the University over the four-year period from 1977 to 1981. The total number of staff in this classification increased by 492 persons over the four-year period. While the Executive/Administrative category at the University was still predominantly white (86.9%) and male (62.2%), it was less so than it was in 1977. In fact, women increased their representation in the Executive/Administrative classification by 6 percentage points over the four-year period, with women in every ethnic group increasing their percentages. In contrast, white males decreased their percentage by 5.3 percentage points, and Black and Hispanic men also decreased their percentages over the four-year period. Both Asian and American Indian men increased their proportions slightly between 1977 and 1981.

Overall, Blacks were the best represented minority group in the University's Executive/Administrative/Managerial staff in 1981 (at 5.7%), followed by Hispanics (3.5%) and Asians (3.4%). In nearly every ethnic group, however, men held a greater share of the positions in this classification than did women.

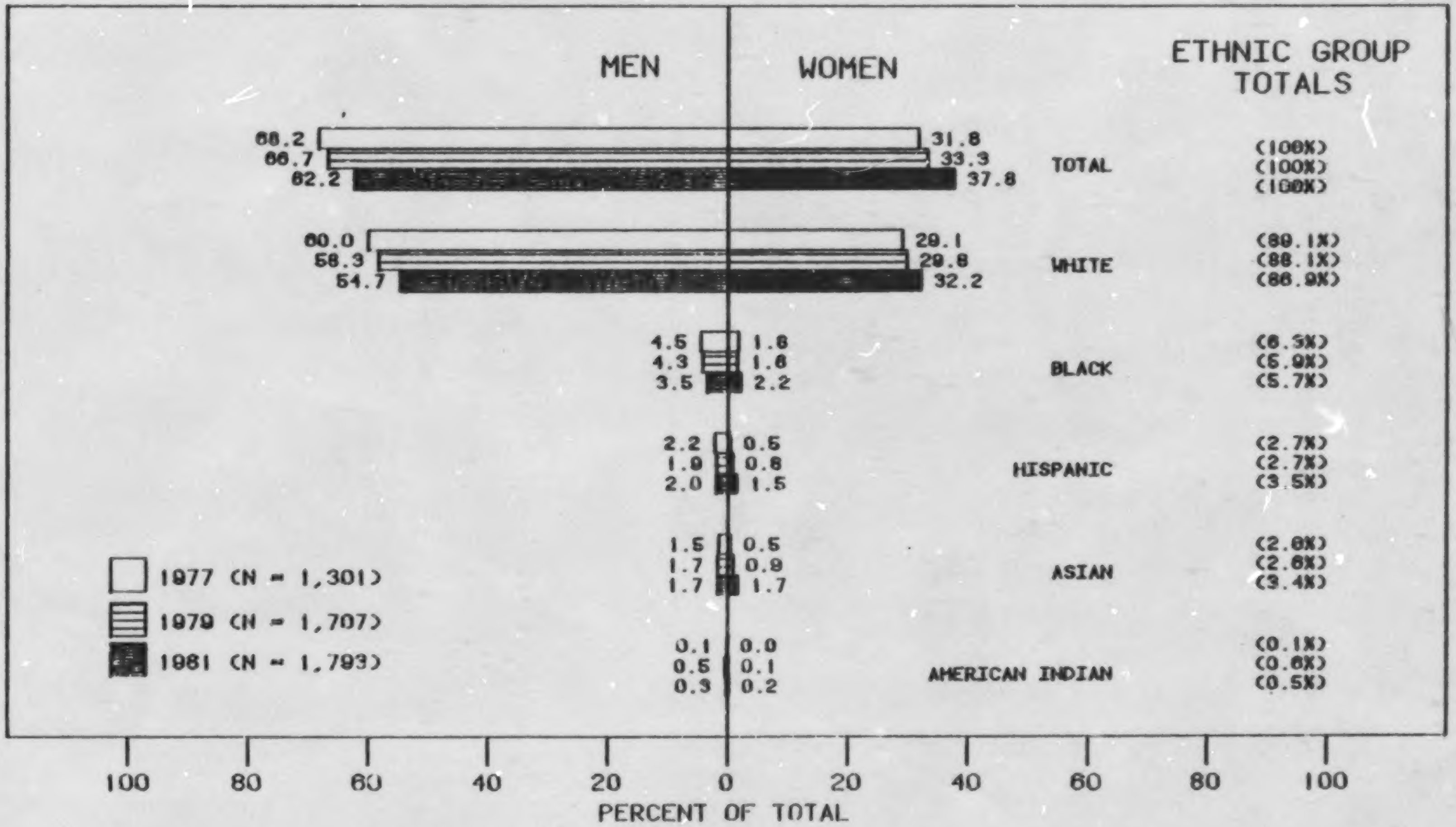
(As there were only 39 persons in this classification in 1981 who were part time, no analysis of the sex and ethnic composition of part-time Executive/Administrative/Managerial staff was done.)

Full-Time Faculty

Figure 2 illustrates the changes in representation of women and minorities in the full-time Faculty classification at the University over the four-year period. However, these figures may only be suggestive of the real changes. As discussed in the "Caveats" section of the Introduction to this report, the decline in the number of persons in the full-time Faculty classification is due to the University's excluding some 1,600 teaching assistants from this classification for the 1981 report. In discussing the effects that this difference in reporting had on the representation of women and minorities in the full-time Faculty classification, Anthony Martinez of the University stated (1982, p. 1):

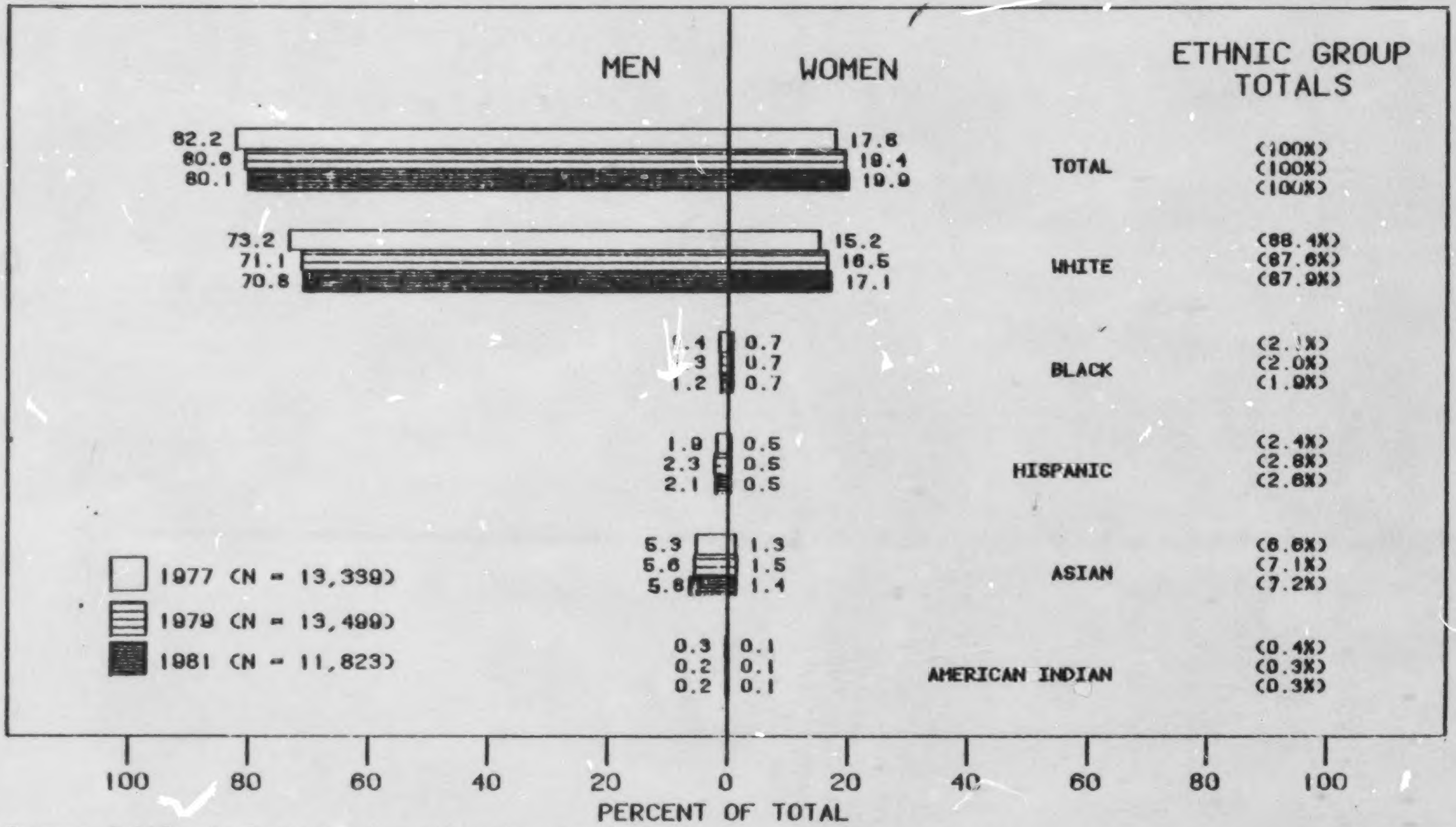
> Thus, if one compares the percentage of minority men in the overall "Faculty" category in 1981 with that reported to CPEC for 1979 (which included the student assistants), there appears to be a decrease from 9.4 to 9.3 percent. In fact, however, this decrease is merely the statistical

FIGURE 1 Full-Time Executive/Administrative/Managerial Staff by Gender and Ethnicity as a Percent of Total Full-Time Executive/ Administrative/Managerial Staff, University of California, Fall 1977, 1979, and 1981



Source: California Postsecondary Education Commission

FIGURE 2 Full-Time Faculty by Gender and Ethnicity as a Percent of Total Full-Time Faculty, University of California, Fall 1977, 1979, and 1981



Source: California Postsecondary Education Commission

artifact of the changed data base. By removing the "Other, other faculty" category from both the 1979 and 1981 data, so that the two years' data are comparable, one finds that there has been an increase in the percentage of minority men from 8.8 to 9.3 percent in the overall EEO-6 "Faculty" category. The same problem occurs with minority females: an apparent decrease in the percentage of minority women in the EEO-6 "Faculty" category actually turns out to be an increase when the data bases are made comparable.

Part-Time Faculty

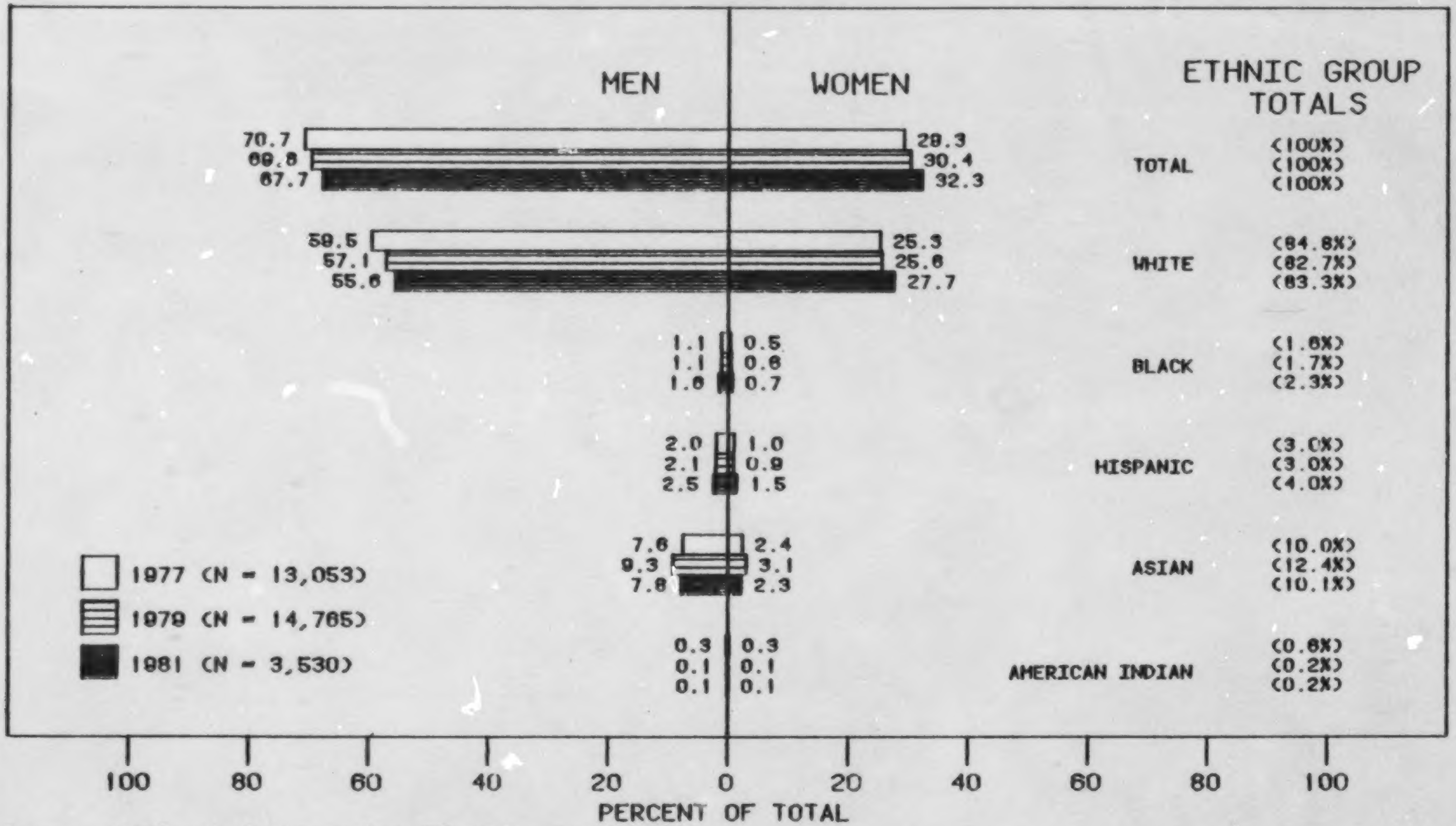
Figure 3 illustrates the percentages of men and women of the different ethnic groups in the part-time Faculty classification from 1977 to 1981. Again, data problems make these percentages only suggestive, since the University deleted some 9,000 teaching assistants from this classification in its 1981 report, resulting in a drop from 14,765 persons in 1979 to 3,530 in 1981. (University Systemwide staff has indicated that they cannot reconcile the three years of full-time and part-time faculty data to provide comparability.)

Full-Time Professional Non-Faculty

Figure 4 displays the changes in percentages of women and minorities in the full-time Professional Non-Faculty classification from 1977 to 1981. Overall, this classification increased by 1,732 people over the four-year period. Women have dominated this category at the University since 1977, and have increased their percentage over the four years to 66.2 percent in 1981. While the percentages of white and American Indian women have remained stable since 1979, Black, Hispanic, and Asian women have all increased their percentages. Of the men, only white males decreased as a proportion of this classification; Black and American Indian men retained the proportions they held in 1979, while Hispanic and Asian men increased their proportions.

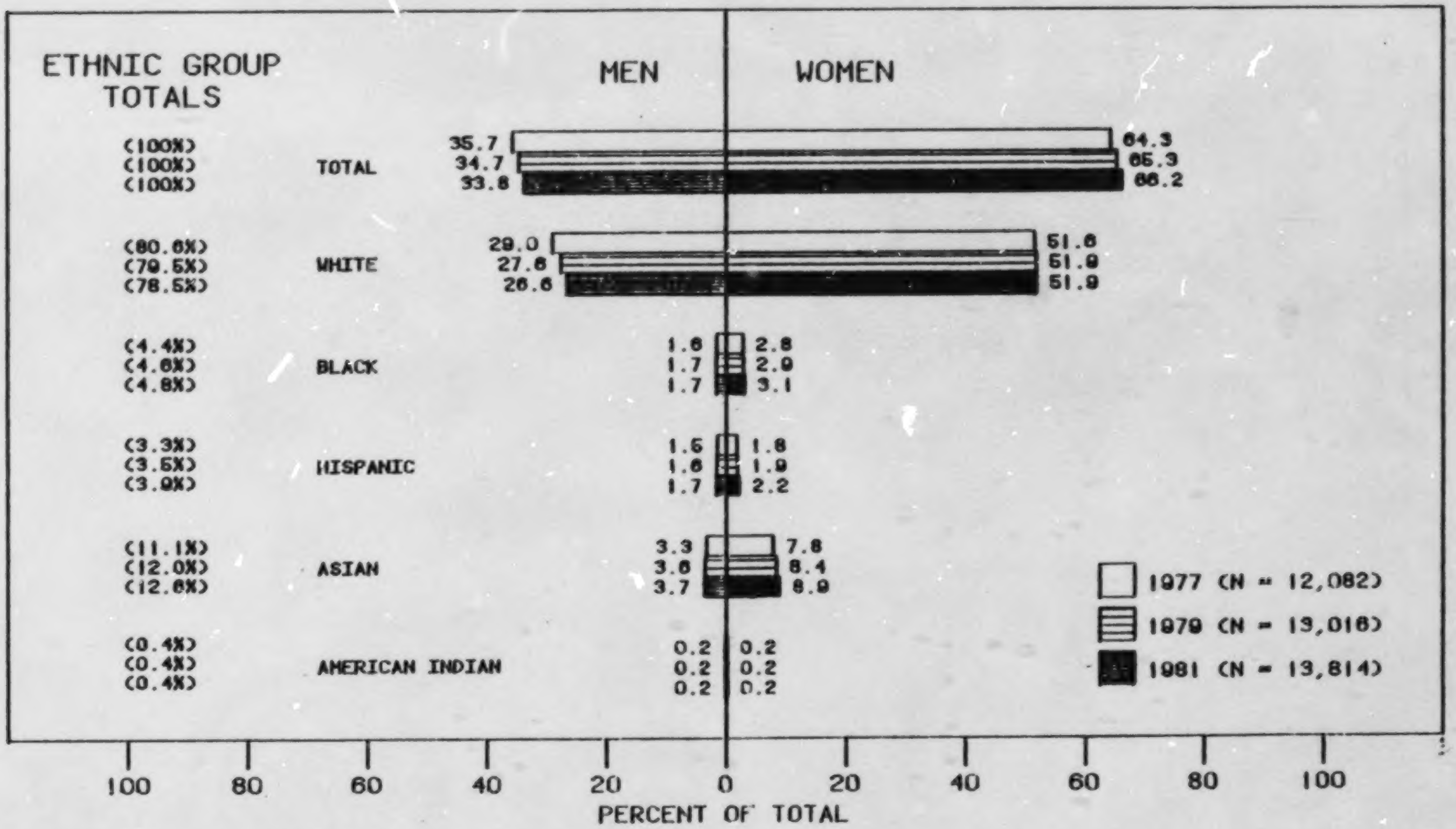
Overall, Asians were the best represented minority group in the full-time Professional Non-Faculty classification in 1981 (12.6%), followed by Blacks (4.8%) and Hispanics (3.9%). Women in almost every ethnic group held a greater proportion of the full-time Professional Non-Faculty positions than did men over the four-year period; American Indian men and women held equal proportions.

FIGURE 3 Part-Time Faculty by Gender and Ethnicity as a Percent of Total Part-Time Faculty, University of California, Fall 1977, 1979, and 1981



Source: California Postsecondary Education Commission

FIGURE 4 Full-Time Professional Non-Faculty Staff by Gender and Ethnicity as a Percent of Total Full-Time Professional Non-Faculty Staff, University of California, Fall 1977, 1979, and 1981



Source: California Postsecondary Education Commission

Part-Time Professional Non-Faculty

Figure 5 illustrates the percentages of women and minorities in the part-time Professional Non-Faculty classification from 1977 to 1981. The size of this staff also increased from 1977 to 1981 (by 183 persons), although the overall size of this group (2,462 in 1981) was far smaller than the full-time Professional/Non-Faculty (13,814 in 1981). Women also dominated the part-time Professional Non-Faculty staff, although not to the extent that they did in the full-time category. Women in almost every ethnic group increased their proportions of this classification over the four years, while American Indian women held a relatively stable proportion. Men decreased their percentages of this category from 58.0 percent in 1977 to 39.8 percent in 1981. Both white and Asian men showed quite dramatic declines, while Black and Hispanic men increased their percentages and American Indian men went up in 1979 and back down to their 1977 level in 1981.

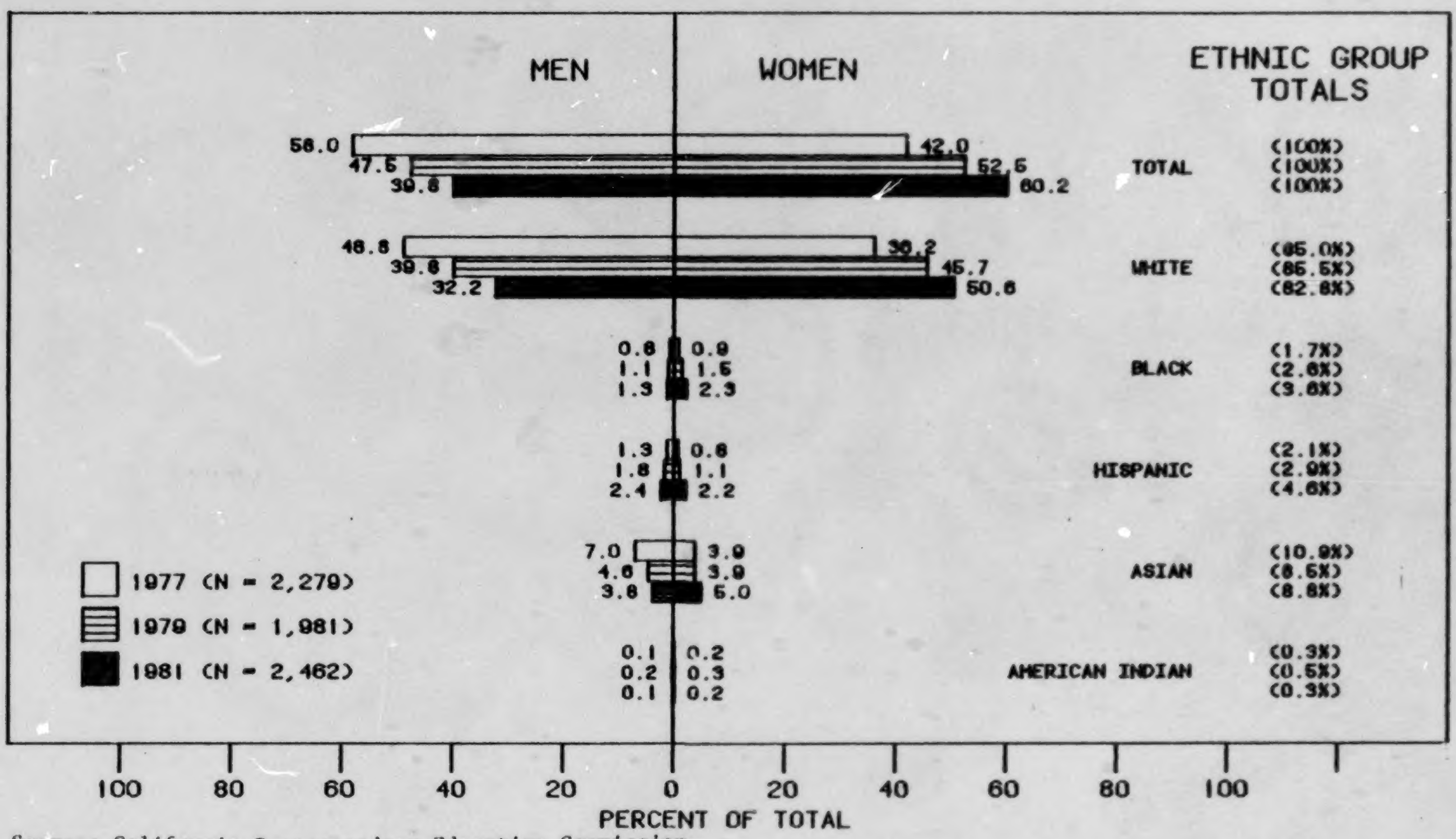
Overall, Asians were the best represented minority group in the part-time Professional Non-Faculty category in 1981 (8.8%), followed by Hispanics (4.6%) and Blacks (3.6%).

Comparisons Among Administrators, Faculty, and Students

Comparing the sex and ethnic composition of the faculty and administration of a segment to its student body is one index of the diversity that may or may not exist within the segment. While these comparisons provide interesting information as to the representation of men and women of the various ethnic groups as students, faculty, and administrative staff, the discussion should not imply the necessity of absolute matching of ratios at each level.

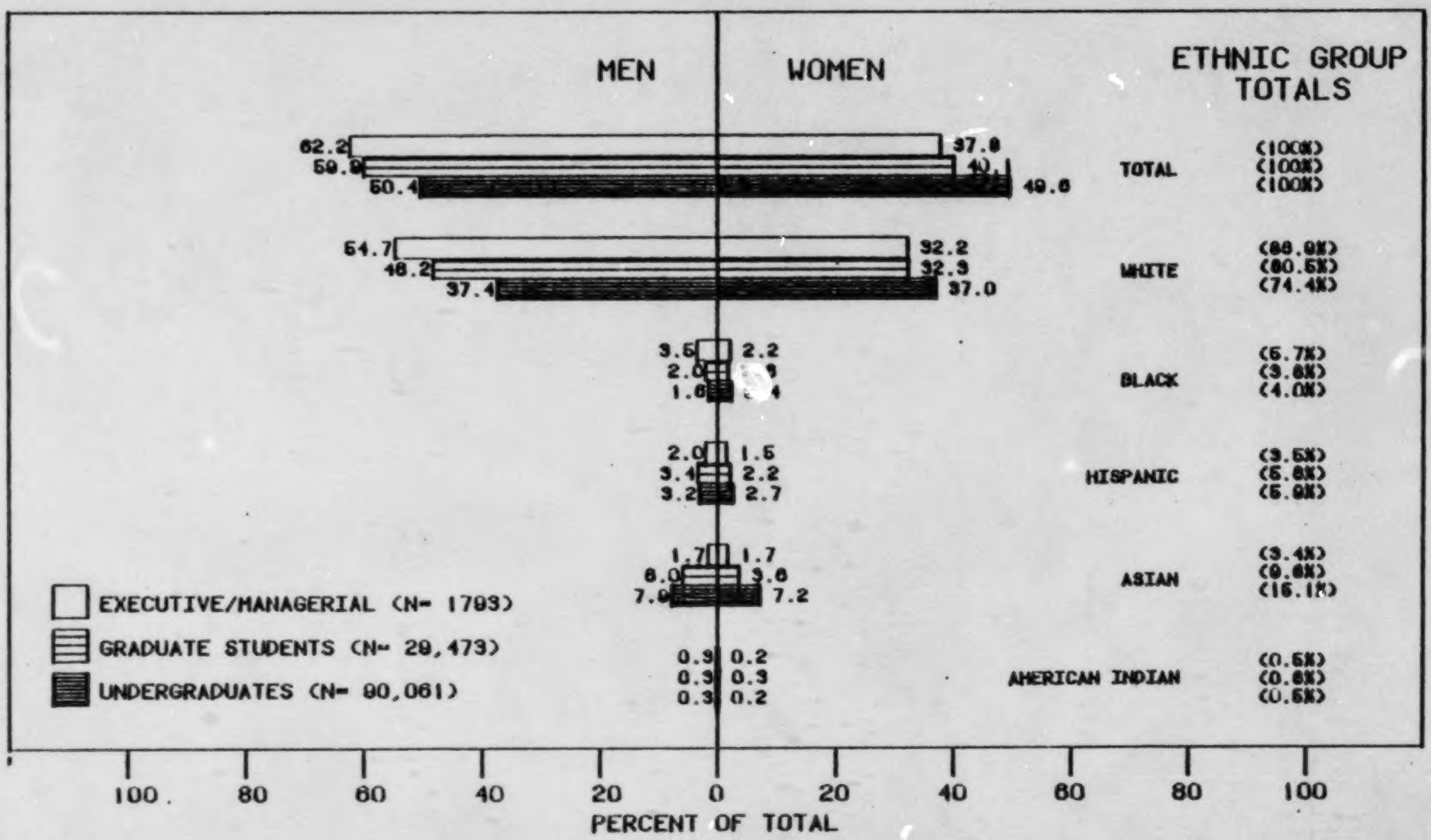
In order to answer the question posed at the beginning of this chapter on how the sex and ethnic composition of the University's administrative staff and faculty compare with that of the undergraduate and graduate student bodies, Commission staff used the 1981 student data reported by the University, with certain changes. In order to provide appropriate comparisons to those ethnic groups listed in the EEO-6 staff survey, Commission staff deleted the "non-resident aliens," "others," and "unknown" categories from the student totals. Figure 6 shows the sex and ethnic composition of the University's full-time Executive/Administrative/Managerial staff as compared to that of its graduate and undergraduate student bodies in 1981. While women constituted almost 50 percent of the undergraduate student body, and 40 percent of graduate students at the University, they were 38 percent of the administrative staff. Men, on the other hand, were much better represented in the administration than in either the graduate or undergraduate student bodies.

FIGURE 5 Part-Time Professional Non-Faculty Staff by Gender and Ethnicity as a Percent of Total Part-Time Professional Non-Faculty Staff, University of California, Fall 1977, 1979, and 1981



Source: California Postsecondary Education Commission

FIGURE 6 Comparison of Graduate and Undergraduate Students With Full-Time Executive/Administrative/Managerial Staff, by Ethnicity and Gender, University of California, 1981



Source: California Postsecondary Education Commission

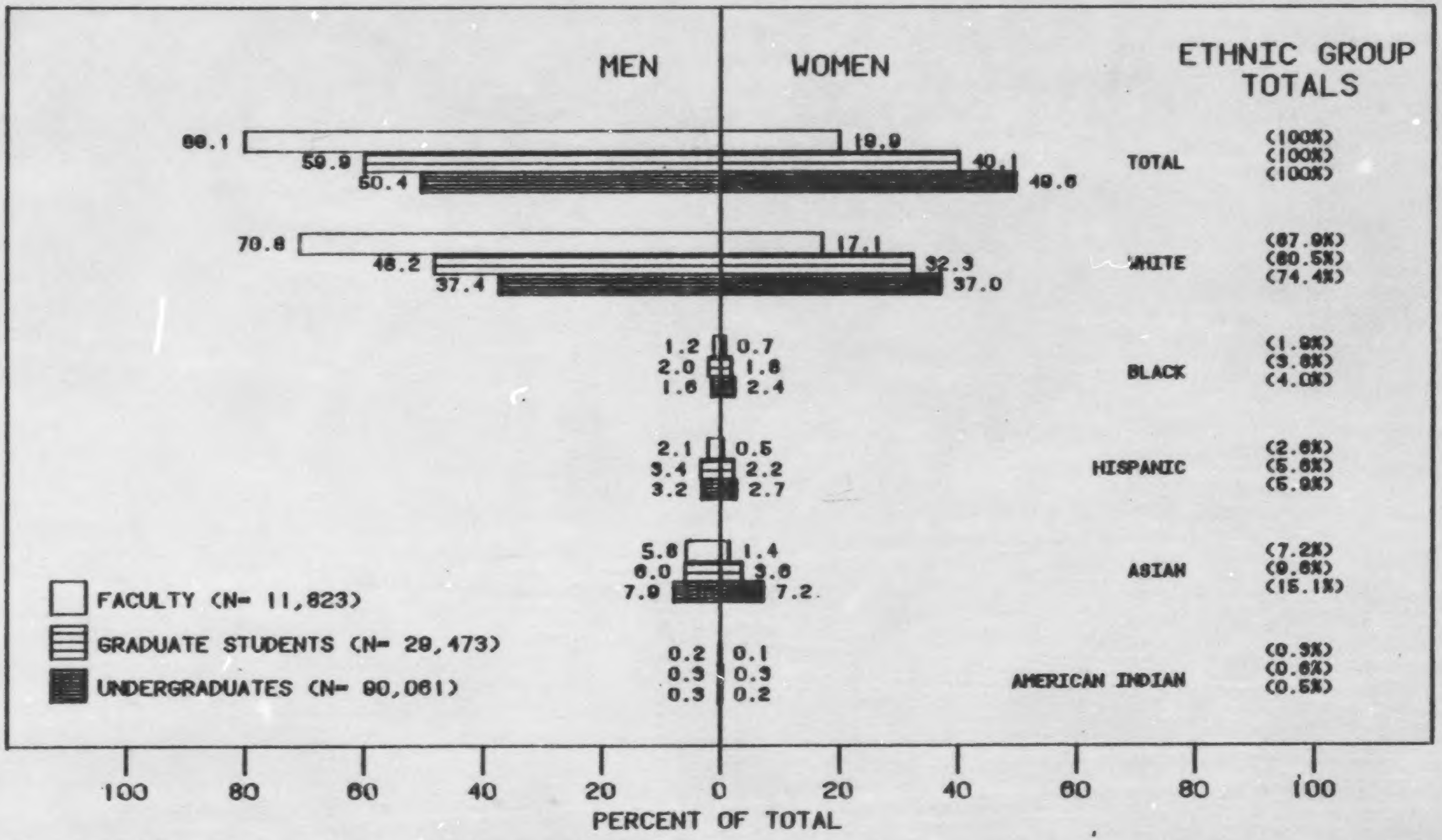
There were significant differences by ethnic group, however. White women comprised almost the same percentage of the administrative staff that they did of the graduate student body; white men held a far greater percentage of administrative positions than their representation in the graduate or undergraduate student bodies. Black men, on the other hand, were better represented in the administration than in either the graduate or undergraduate student bodies, while Black women administrators, although achieving a greater representation than their graduate student counterparts, were surpassed somewhat in representation by undergraduates. Hispanic men and women both constituted smaller proportions of the administrative staff than they held in either student body; American Indian men and women constituted comparable percentages of administrators and students. Asian men and women were both far less well represented as members of the administrative staff of the University than they were in either the graduate or undergraduate student bodies.

Figure 7 illustrates the comparison of the sex and ethnic composition of the University's full-time faculty in 1981 to that of the graduate and undergraduate student bodies. The picture for women here is considerably different than in the administrative staff. While women constituted almost 38 percent of the administrative staff of the University in 1981, they were only about 20 percent of the faculty (this figure includes tenured, tenure-track, and "other" faculty--and the percentage of women in each category differs markedly as will be seen in the later section on faculty). Only white males held a higher percentage of faculty positions (71%) than their representation in either the graduate (48%) or undergraduate (37%) student bodies. All women, regardless of ethnic group, and all minority men held a smaller proportion of faculty positions than their percentages in either the graduate or undergraduate student bodies.

COMPENSATION

This section of Chapter One examines the salary ranges of full-time University staff in the top three occupational categories as of 1981. As mentioned in the Introduction to this report, the federal EEO-6 survey only includes salary ranges to "$30,000 and above." By 1979, a large number of persons in the Executive/Administrative/Managerial and Faculty classifications had begun to cluster at the $30,000 and above range, and differences in salary ranges among women and minorities as compared to white males were difficult to determine. A Commission supplement to the EEO-6 survey extended the reportable salary ranges to "$50,000 and above," with $5,000 increments. The exact numbers of women and men of each ethnic group in each of twelve salary ranges can be found in the tables in Appendices F, G, and H.

FIGURE 7 Comparison of Graduate and Undergraduate Students With Full-Time Faculty, by Ethnicity and Gender, University of California, 1981



Source: California Postsecondary Education Commission

This section answers several major questions:

- In the top three occupational categories, what percentages of men and women in each ethnic group had salaries of less than $30,000 in 1981?
- What percentages of women and minorities had salaries above $30,000? What was the representation of women and minorities in the top salary range in each job classification, as compared to white males?

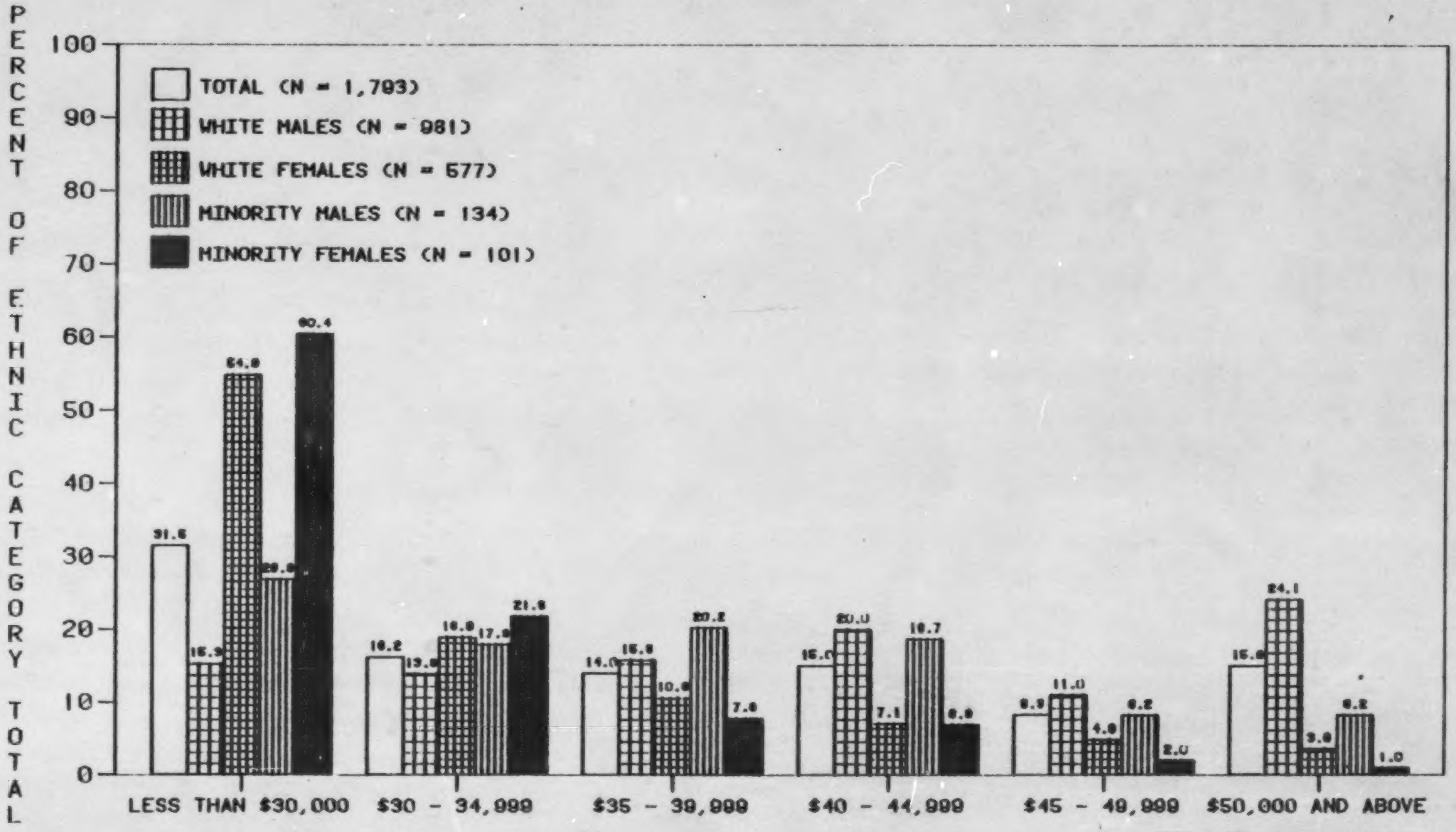
Full-Time Executive/Administrative/Managerial Staff

Figure 8 illustrates the distribution by sex and ethnicity of full-time University Executive/Administrative/Managerial employees in six salary ranges as of 1981. (For ease of discussion, the salary ranges below $30,000 have been combined.) Of all these staff, 31.5 percent made less than $30,000. The percentages of men making less than $30,000 were relatively low: only 15.3 percent of white males were in this salary range, and 26.9 percent of minority males. Indeed, the single largest concentration of white males in this classification was in the top salary range of $50,000 and above in 1981. In contrast, over half of all white women (54.9%) and over 60 percent of all minority women who were on the University's administrative staff in 1981 made less than $30,000. In fact, as the salary ranges increase, the percentages of white and minority women decrease rapidly, resulting in only 3.6 percent of white women and 1.0 percent of minority women earning salaries in the top range of $50,000 and above. Minority men fared better than did women, with a somewhat more even distribution in the salary ranges of $45,000 to $50,000 and above, at 8.2 percent in each of the top two categories.

Full-Time Eleven-Month Contract Faculty

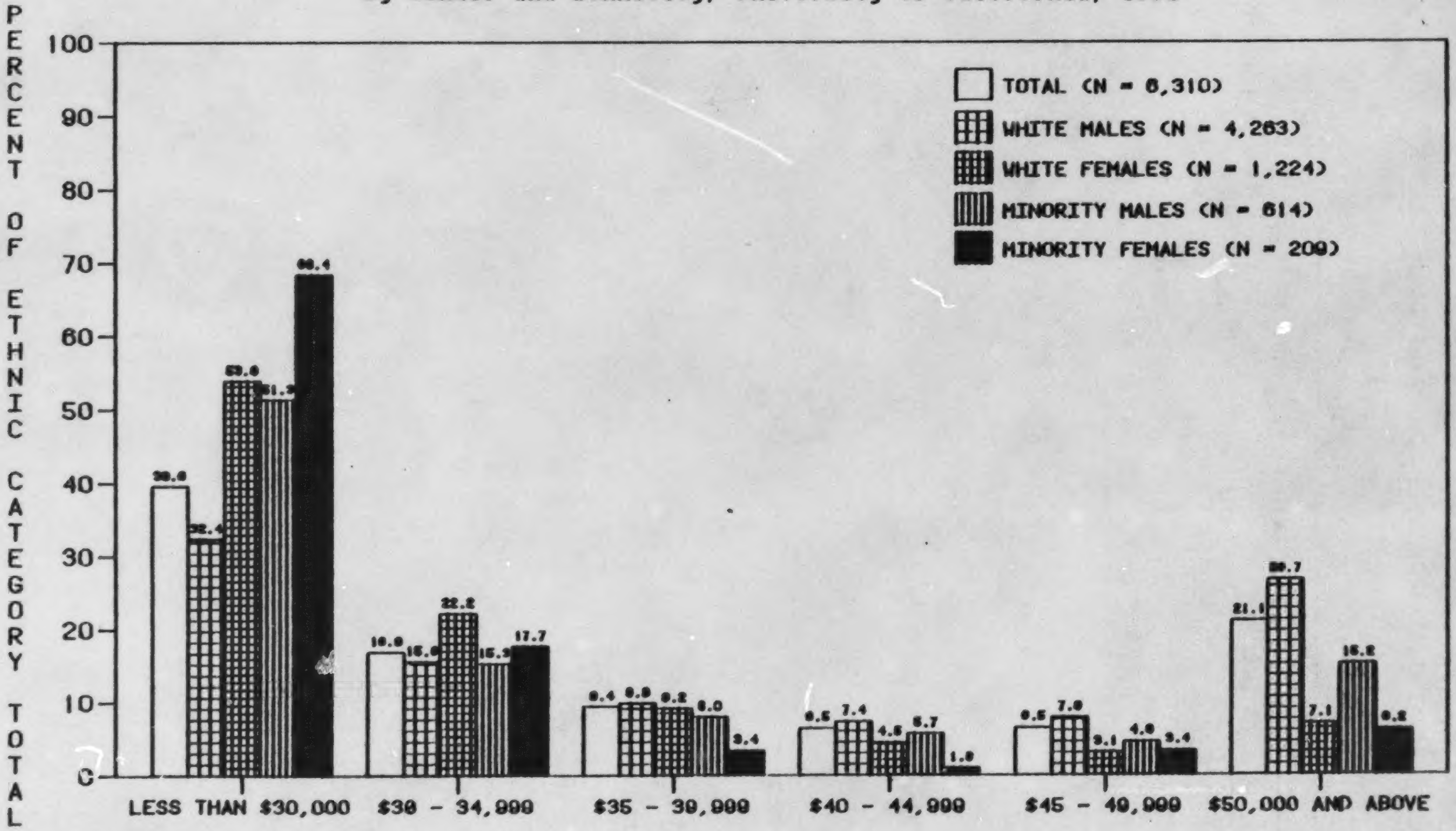
Figure 9 shows the salary range distribution by sex and ethnicity of full-time eleven-month contract faculty in the University as of 1981. (Over half of the University's 11,823 full-time faculty are paid on an eleven-month contract basis.) Of all the eleven-month faculty, 39.6 percent made less than $30,000. However, the majority of both white and minority women as well as minority men in this classification made less than $30,000, while less than one-third of white males were in this lowest range. At the top salary range of $50,000 and above, men again were better represented than women: 26.7 percent of white males and 15.2 percent of minority males were in the top range, as compared to 7.1 percent of white females and 6.2 percent of minority females.

FIGURE 8 Distribution of Eleven-Month Contract Executive/Administrative/ Managerial Staff Salary Range by Gender and Ethnicity, University of California, 1981



Source: California Postsecondary Education Commission

FIGURE 9 Distribution of Eleven-Month Contract Faculty Salary Range by Gender and Ethnicity, University of California, 1981



Source: California Postsecondary Education Commission

Full-Time Nine-Month Contract Faculty

Figure 10 illustrates the 1981 distribution by sex and ethnicity of the nine-month contract faculty at the University in the six salary ranges. (The nine-month contract faculty overall make lower salaries than do the 11-month faculty, who often have administrative duties in addition to faculty responsibilities.) Of all the nine-month faculty, 44 percent made less than $30,000 in 1981. The overwhelming majority of both minority and white women 9-month faculty (89.7% and 74.3%, respectively) made salaries of less than $30,000 in 1981, as did almost half (49.2%) of the minority males. In contrast, only 36.2 percent of white males made less than $30,000. As was the case with 11-month faculty, men again were better represented than women in the top salary range. Ten percent of white males and 5.3 percent of minority males made salaries of $50,000 or more, compared to 1.4 percent of white females. There were no minority females in the top salary range in 1981.

Full-Time Professional Non-Faculty

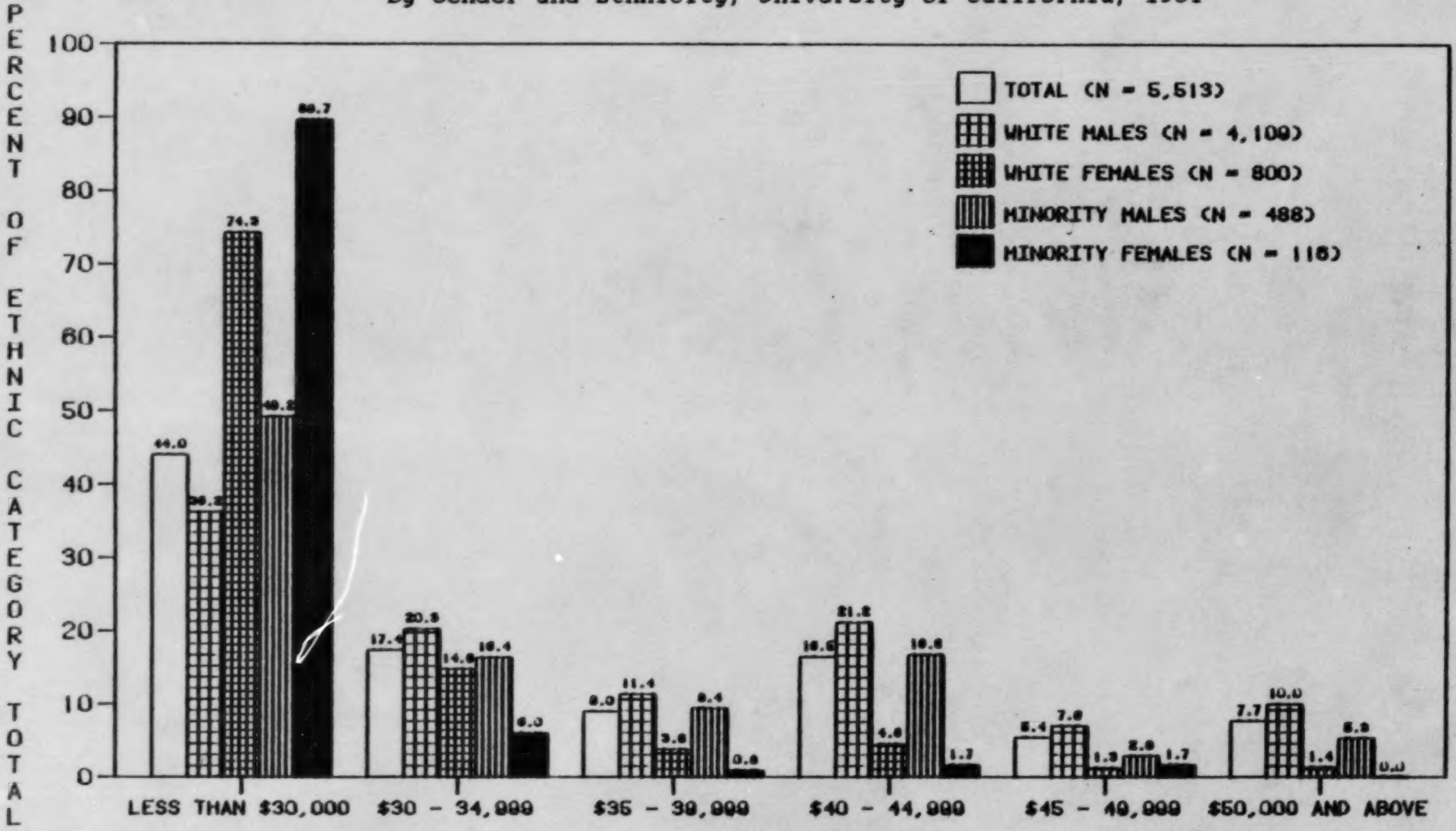
Figure 11 shows the 1981 salary distribution by sex and ethnicity of the University's full-time Professional Non-Faculty employees. The vast majority (80.5%) of all these staff made less than $30,000 in 1981, although the men were not nearly so concentrated at this range as were the women. While the percentage of employees in this classification who made over $50,000 was quite small (about 1%), white males again led the way with 3 percent in the top salary range. Minority males had 0.8 percent at this level, with white females at 0.5 percent and minority women at 0.2 percent.

FULL-TIME FACULTY BY TENURE STATUS AND RANK

This section of Chapter One examines the representation of women and ethnic minorities among the ranks of tenured, tenure-track, and "other" (non-ladder rank) full-time faculty at the University since 1977. It answers several questions:

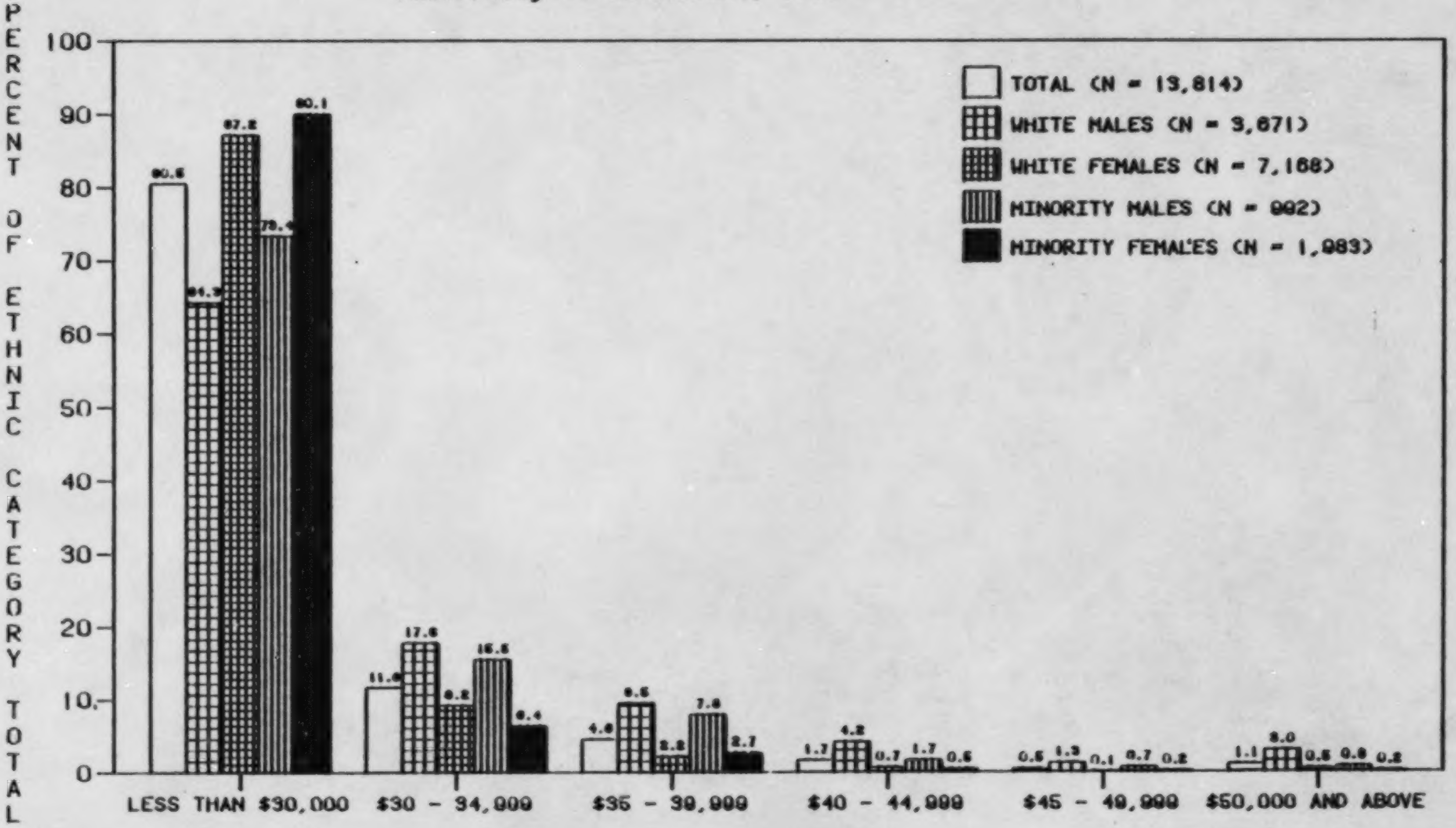
- What were the representations of women and minorities in the tenured faculty, in the tenure-track faculty, and in the other (non-ladder rank) faculty? How had these representations changed over the four-year period? In which faculty categories were women and minorities best represented?
- What were the differences in representation in each of the three faculty categories among the different minority groups, and between men and women in each minority group?

FIGURE 10 Distribution of Nine-Month Contract Faculty Salary Range by Gender and Ethnicity, University of California, 1981



Source: California Postsecondary Education Commission

FIGURE 11 Distribution of Eleven-Month Contract Professional Non-Faculty Employees Salary Range by Gender and Ethnicity, University of California, 1981



Source: California Postsecondary Education Commission

Tenured Faculty

Of all the full-time faculty in the University in 1981, 47 percent were tenured. (Note: For this report, the University includes the large group of "Other Faculty," who are non-ladder rank and ineligible for tenure--thus the low figure for the percent of full-time faculty who are tenured. Had the "Other Faculty" group been excluded, then approximately 83 percent of the faculty would have been reported as tenured.) Figure 12 displays the percentages of men and women of each ethnic group in the tenured faculty for 1977, 1979, and 1981. The tenured faculty was still predominantly white and male in 1981, although slightly less so than it was in 1977. Women held only 8.8% of the tenured faculty positions in 1981, although this represented a 2.1 percentage points increase since 1977. White women increased their representation by 1.8 percentage points over the four-year period; there were only very slight increases in the percentages of ethnic minority women. While white males decreased their representation by 3.2 percentage points over the four-year period, males of all minority groups increased their percentages of the tenured faculty. Hispanic men made the largest gain from 1977 to 1981, increasing by 0.6 percentage point.

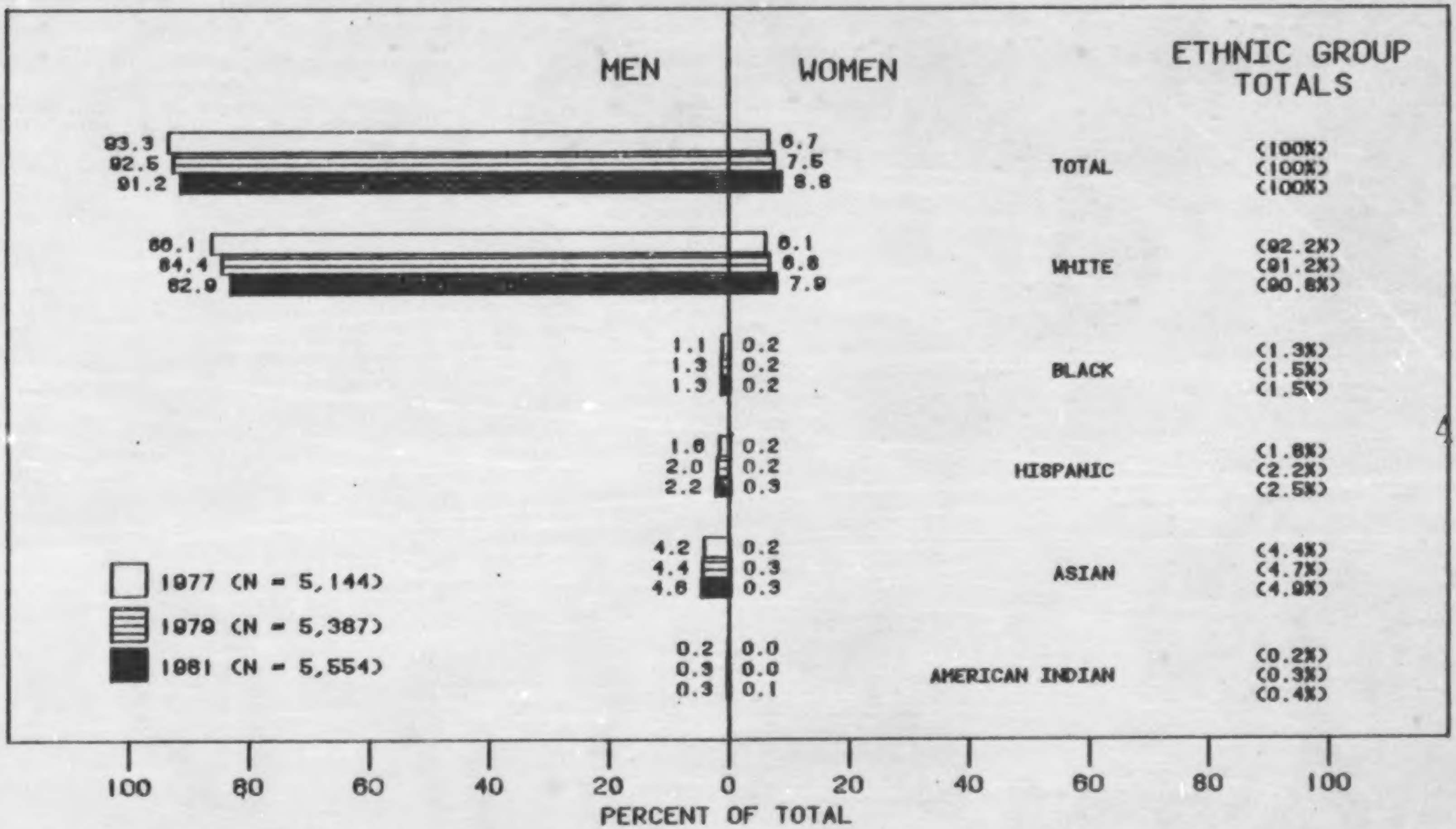
Overall, Asians were the best represented minority group in the tenured faculty in 1981 as they were in 1977, followed by Hispanics. In every ethnic group, men held a considerably greater proportion of tenured faculty positions than did women.

Tenure-Track Faculty

Figure 13 illustrates the changes in percentages of women and minorities in the University's tenure-track faculty over the four-year period from 1977 to 1981. Those faculty who were on-track for tenure constituted about 10 percent of the full-time faculty in 1981. There was an overall drop of 362 people in this category over the four-year period. The tenure-track faculty at the University is also predominantly white and male, although considerably less so than the tenured faculty.

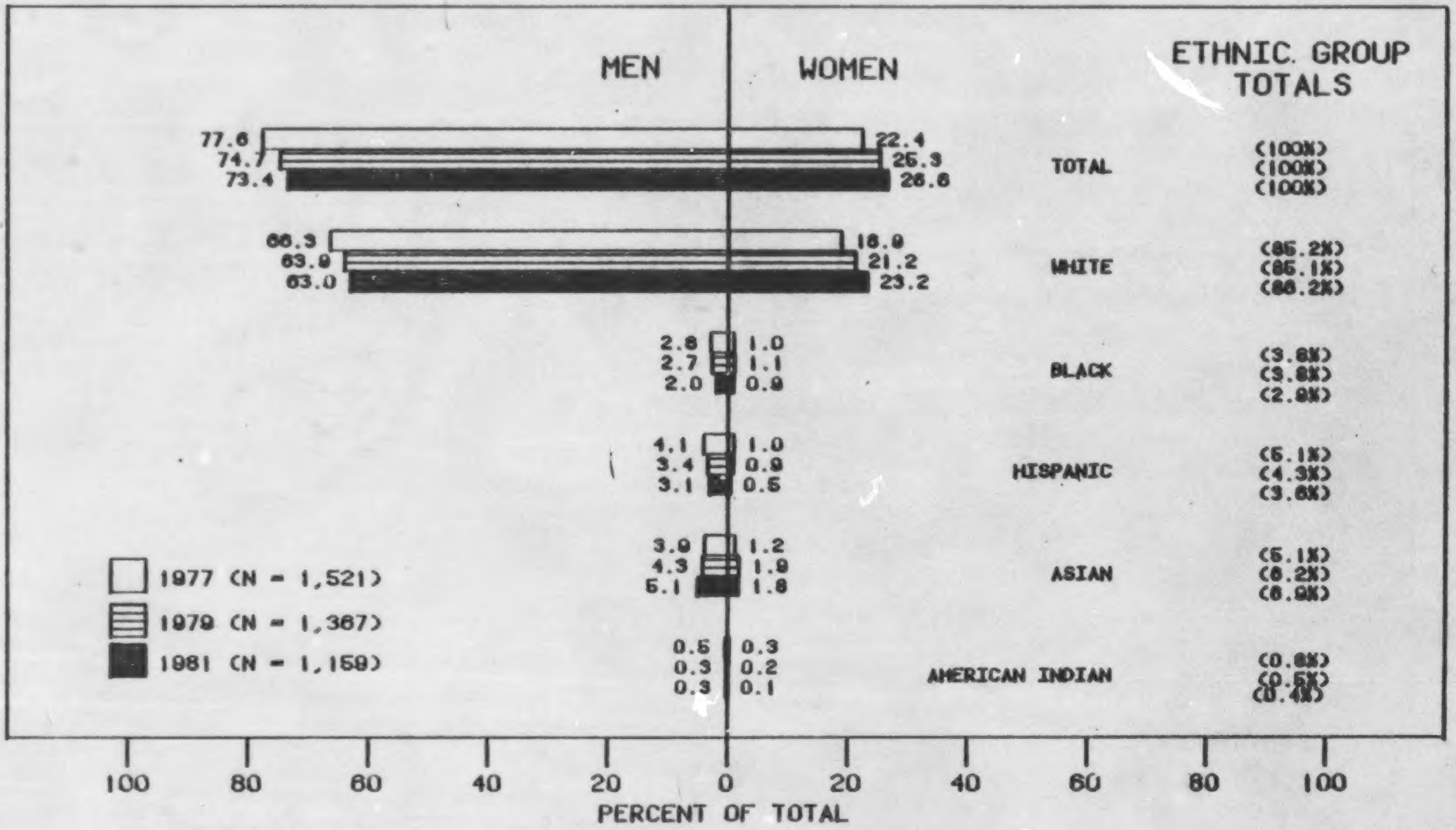
Women held 26.6 percent of the on-track for tenure positions in 1981, a 4.2 percentage point increase since 1977. The majority of this increase was due to the increased representation of white women (up by 4.3 percentage points since 1977). Asian women also increased their percentage of the tenure-track faculty, from 1.2 percent to 1.8 percent over the four-year period. Black, Hispanic, and American Indian women all decreased their percentages. Along with the decrease in the representation of white males in this category (down by 3.3 percentage points from 1977 to 1981), Black,

FIGURE 12 Full-Time Tenured Faculty by Gender and Ethnicity as a Percent of Total Full-Time Tenured Faculty, University of California, Fall 1977, 1979, and 1981



Source: California Postsecondary Education Commission

FIGURE 13 Full-Time Tenure-Track Faculty by Gender and Ethnicity as a Percent of Total Full-Time Tenure-Track Faculty, University of California, Fall 1977, 1979, and 1981



Source: California Postsecondary Education Commission

Hispanic, and American Indian men all decreased their percentages of the tenure-track faculty. Only Asian men increased their representation, from 3.9 percent in 1977 to 5.1 percent in 1981.

Overall, Asians were the best represented minority group in the tenure-track classification over the four-year period with 6.9 percent of the total, followed by Hispanics with 3.6 percent.

Other (Non-Ladder Rank) Faculty

Figure 14 displays the changes in the representation of women and minorities in the University's "Other Faculty" category from 1977 to 1981. In 1981, the other faculty constituted about 43 percent of the full-time faculty at the University; again, these "Other Faculty" are largely those on full-time but temporary contracts, and are ineligible for tenure. (From 1979 to 1981, there was a drop of 1,635 persons in this category, which was due to the exclusion of some 1,600 teaching assistants from this classification in 1981. The percentages on Figure 14 may thus be suggestive at best.)

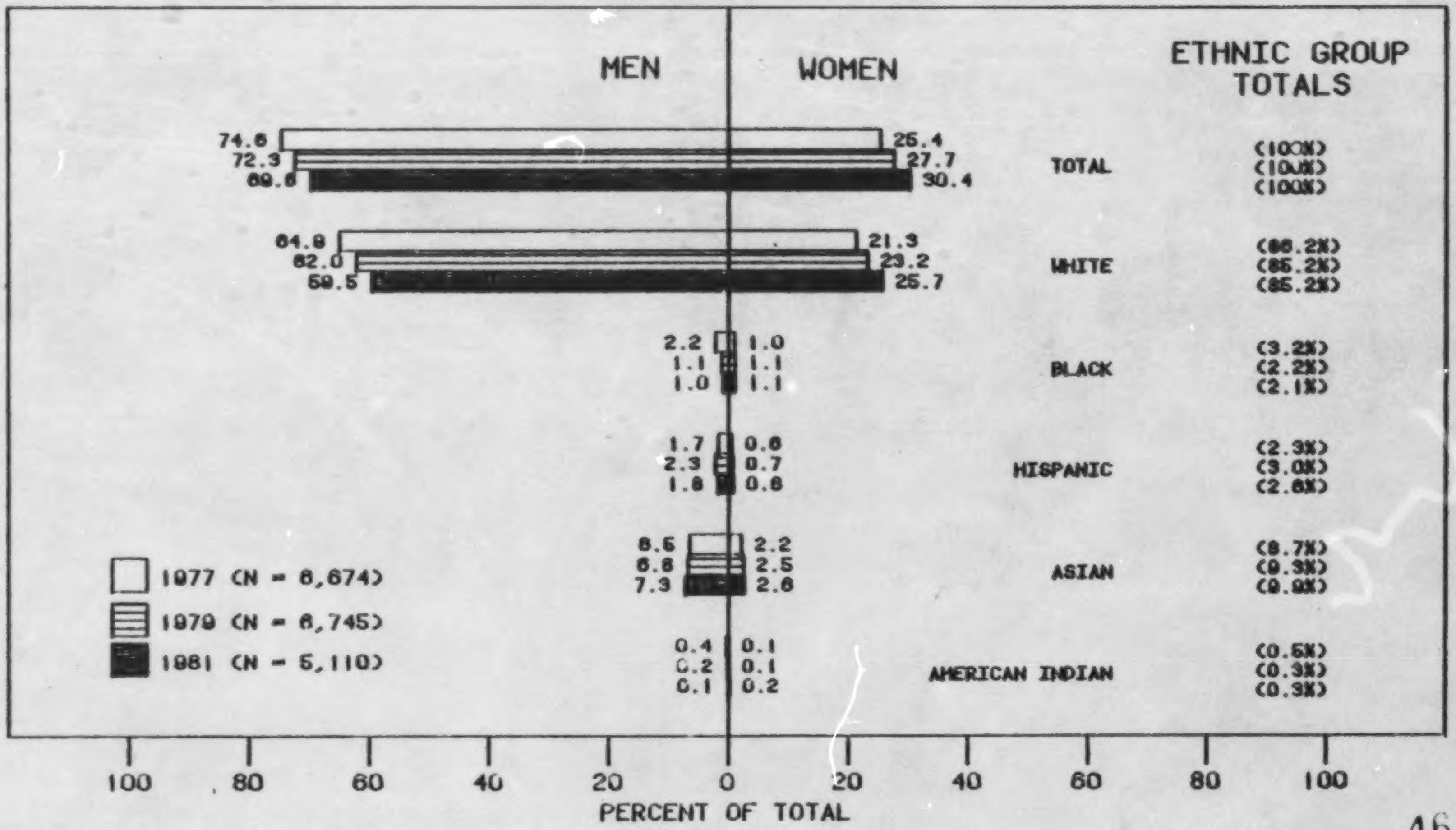
Women held 30.4 percent of the non-ladder rank, other faculty positions in 1981, an increase of 5 percentage points since 1977. The majority of this increase was due to the 4.4 percentage points increase for white women over the four-year period. Slight increases in percentages were made by all minority women. White males decreased their percentage of this category by 5.4 percentage points. Black and American Indian men also decreased their percentages, while Hispanic and Asian men increased their representation.

Overall, Asians were the best represented minority group in the other faculty category in 1981 at 9.9 percent, followed by Hispanics at 2.6 percent.

Summary

Women and minorities constitute a greater proportion of the non-ladder rank, "other" faculty than they do of either the tenured or tenure-track faculty. In looking across the three faculty categories (Figures 12, 13, and 14), it is clear that women--whether minority or white--are best represented in the non-ladder rank, other faculty category. Black and Hispanic men, on the other hand, are best represented in the tenure-track faculty. Asian men, like women, are better represented in the other faculty category than in either the tenured or tenure-track categories at the University.

FIGURE 14 Other Full-Time Faculty by Gender and Ethnicity as a Percent of Total Other Full-Time Faculty, University of California, Fall 1977, 1979, and 1981



Source: California Postsecondary Education Commission

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NEW HIRES, PROMOTIONS, AND SEPARATIONS

One way to measure the success of affirmative action programs in increasing the representation of women and ethnic minorities in the top three occupational categories is to compare the percentages of women and minorities who are hired or promoted into those categories, and the percentages of those separated or released from those categories, first with the 1977 base year representation of women and minorities in each classification, and then with their 1979 and 1981 representation. Once the percentages of new hires, promotions, and separations are computed, an overall net percentage point change for the four-year period can be determined for women and minorities in each of the occupational classifications.

This section of Chapter One answers a series of questions about the hiring, promoting, and separating of women and minorities in the top three occupational categories at the University between 1977 and 1981:

- Were women and minorities hired at or above their representation in each category's 1977 and 1979 populations? How did the percentages of new hires differ among the ethnic groups, and between men and women within each ethnic group?

- Were women and minorities promoted at or above their percentages in each category's 1977 and 1979 populations? Did the percentages of promotions differ markedly among ethnic groups and between males and females within the ethnic groups?

- Were women and minorities separated at or above their representation in each category's 1977 and 1979 populations? Did the percentage of separations differ among minorities and between men and women within each ethnic group?

- Overall, what was the net change over the four-year period in the representation of women and minorities in the top three occupational classifications at the University?

Executive/Administrative/Managerial Staff

Table 2 gives the percentages of new hires, promotions, and separations from 1977 to 1979 and from 1979 to 1981, with the net percentage point change for each of the two-year periods, and the final net change for the entire four-year period, for men and women of each ethnic group in the Executive/Administrative/Managerial and Professional Non-Faculty staff classifications at the University.

TABLE 2 Percent of Full-Time Executive and Professional Non-Faculty Staff by Sex and Ethnicity Among New Hires, Promotions, and Separations, University of California, Fall 1977 Through Fall 1981

	1977-1979						1979-1981					1977-81
OCCUPATIONAL ACTIVITY	1977 % OF CATEGORY	% NEW HIRES	% PROMOTIONS	% SEPARATIONS	1979 % OF CATEGORY	% 1977-79 CHANGE	% NEW HIRES	% PROMOTION	% SEPARATION	1981 % OF CATEGORY	% 1979-81 CHANGE	% 1977-81 CHANGE
EXECUTIVE:												
WHITE MALE	60.0	52.8	36.4	55.3	58.3	-1.7	53.6	38.6	53.6	54.7	-3.6	-5.3
WHITE FEMALE	29.1	28.4	46.5	33.6	29.8	+0.7	28.9	46.3	32.5	32.2	+2.4	+3.1
BLACK MALE	4.5	4.8	4.9	4.2	4.3	-0.2	4.6	3.0	4.9	3.5	-0.8	-1.0
BLACK FEMALE	1.8	4.4	3.2	0.9	1.6	-0.2	5.0	3.6	1.2	2.2	+0.6	+0.4
HISPANIC MALE	2.2	1.3	4.2	1.5	1.9	-0.3	2.9	1.7	3.2	2.0	+0.1	-0.2
HISPANIC FEMALE	0.5	1.3	2.0	1.8	0.8	+0.3	2.1	3.0	1.4	1.5	+0.7	+1.0
ASIAN MALE	1.5	3.5	1.0	1.5	1.7	+0.2	1.1	1.7	1.7	1.7	-	+0.2
ASIAN FEMALE	0.5	2.6	1.5	1.2	0.9	+0.4	1.4	1.9	1.2	1.7	+0.8	+1.2
INDIAN MALE	0.0	0.4	0.2	-	0.5	+0.5	-	0.3	0.3	0.3	-0.2	+0.3
INDIAN FEMALE	-	0.4	0.2	-	0.1	+0.1	0.4	-	-	0.2	+0.1	+0.2
PROFESSIONAL NON-FACULTY:												
WHITE MALE	29.0	23.3	25.7	25.7	27.6	-1.4	22.0	21.6	22.4	26.6	-1.0	-2.4
WHITE FEMALE	51.6	57.7	53.7	57.4	51.9	+0.3	59.2	57.4	60.0	51.9	-	+0.3
BLACK MALE	1.6	2.1	1.4	1.4	1.7	+0.1	1.3	1.7	1.4	1.7	-	+0.1
BLACK FEMALE	2.8	2.6	2.8	2.4	2.9	+0.1	2.5	3.2	2.3	3.1	+0.2	+0.3
HISPANIC MALE	1.5	1.3	1.8	1.2	1.6	+0.1	1.7	1.4	1.8	1.7	+0.1	+0.2
HISPANIC FEMALE	1.8	1.8	2.2	1.6	1.9	+0.1	2.5	2.4	2.1	2.2	+0.3	+0.4
ASIAN MALE	3.3	3.1	3.3	2.4	3.6	+0.3	2.7	3.1	2.6	3.7	+0.1	+0.4
ASIAN FEMALE	7.8	7.6	8.8	7.5	8.4	+0.6	7.6	8.6	7.0	8.9	+0.5	+1.1
INDIAN MALE	0.2	0.2	0.0	0.1	0.2	-	0.2	0.1	0.2	0.2	-	-
INDIAN FEMALE	0.2	0.3	0.2	0.2	0.2	-	0.2	0.3	0.4	0.2	-	-

Source: California Postsecondary Education Commission

Reading from left to right in the Executive category, it is apparent that from 1977 to 1979, white females were hired at less than their 1977 percentage of the classification, and promoted, but also separated, at above their 1977 level of representation in this category, for a net increase of 0.7 percentage point from 1977 to 1979. Reading on to the right, white females again were hired at less than their 1979 percentage of the Executive/Administrative/Managerial category, and promoted and separated at above their 1979 percentage, for a net increase of 2.4 percentage points from 1979 to 1981. Overall, the resulting net change for white women in the Executive/Administrative/Managerial category over the four-year period from 1977 to 1981 was an increase of 3.1 percentage points.

Reading across the table for Black men indicates that their percentages of new hires, promotions, and separations over the four-year period resulted in an overall decline of 1.0 percentage point in their representation on the administrative staff, with most of the decrease occurring between 1979 and 1981. Black women, who decreased by 0.2 percentage point between 1977 and 1979, made up that decrease with a 0.6 percentage point increase between 1979 and 1981, for an overall net increase of 0.4 percentage point in the Executive/Administrative category for the four-year period.

The new hire, promotion, and separation rates of Hispanic males resulted in a 0.3 percentage point decrease from 1977 to 1979, which was only partially offset by their 1979 to 1981 increase of 0.1 percentage point, for an overall four-year drop of 0.2 percentage points in this category. Hispanic women, who were 0.5 percent of the Executive/Administrative category in 1977 increased by 0.3 percentage point by 1979, and by 0.7 percentage point by 1981, for an overall net increase of 1.0 percentage point, tripling their representation in this category since 1977.

Asian men increased by 0.2 percentage point between 1977 and 1979, and did not gain or lose ground in the next two years, for an overall net increase of that same 0.2 percentage point. Asian women, who were 0.5 percent of the administrative staff in 1977, had increased that percentage to 0.9 percent by 1979 and to 1.7 by 1981, for an overall net increase of 1.2 percentage points--which more than tripled their representation in this category.

So few American Indian men were employed on the University's administrative staff in 1977 that they didn't even show up as 0.1 percentage point of the category; by 1979, however, they were 0.5 percent of the administrative staff. By 1981, this percentage had decreased to 0.3 percent, for an overall four-year increase of 0.3 percentage point in this category. There were no American Indian women on the University's administrative staff in 1977, but by 1979 they held 0.1 percent of the category and by 1981 0.2 percent, for an overall net increase of 0.2 percentage point.

Generally, both minority and white women fared better than minority males in new hires and promotions in the University's Executive/Administrative category between 1977 and 1981, although men in every ethnic group continued to hold a considerably larger share of all positions in this classification than did women.

Professional Non-Faculty

The Professional Non-Faculty classification is also described in Table 2. In this classification, where women in almost every ethnic group held a majority of the positions, the new hire, promotion, and separation rates of almost all minorities and women resulted in increases in their percentages of the Professional Non-Faculty staff over the four-year period. Only American Indian men and women made no progress; they held stable at 0.2 percent of the category across the four years.

Tenured Faculty

Table 3 depicts the new hire, promotion, and separation rates, and the net changes, for the three different faculty categories--tenured, tenure-track, and other faculty. The percentages of new hires and promotions of white women in the tenured faculty category were double their 1977 and 1979 percentages of that category, resulting in a 1.8 percentage points increase over the four-year period.

Black men generally did better between 1979 and 1981 in their percentages of new hires and promotions to the tenured faculty ranks than they did from 1977 to 1979, for an overall increase of 0.2 percentage point. Black women also received higher percentages of new hires and promotions between 1979 and 1981 than in the previous two-year period, but this did not change their representation on the tenured faculty, which remained at 0.2 percent over the four-year period.

Hispanic men received higher percentages of new hires and promotions than their 1977 and 1979 percentages of the tenured faculty across the four years, resulting in an overall increase of 0.6 percentage point. While Hispanic women received roughly four times the percentage of new hires (0.9%) and promotions (0.7%) from 1979 to 1981 that they held in the tenured faculty category in 1979 (0.2%), the result was a net increase of 0.1 percentage point over the four-year period to 0.3 percent of the 1981 tenured faculty.

Asian men generally did well in new hires but not in promotions over the four-year period, for a net increase of 0.4 percentage points on the tenured faculty. Asian women also did better in terms of

TABLE 3 *Percent of Full-Time Faculty by Category, Sex, and Ethnicity Among New Hires, Promotions, and Separations, University of California, Fall 1977 Through Fall 1981*

	1977-1979						1979-1981					1977-81
OCCUPATIONAL ACTIVITY	1977 % OF CATEGORY	% NEW HIRES	% PROMOTIONS	% SEPARATIONS	1979 % OF CATEGORY	% 1977-79 CHANGE	% NEW HIRES	% PROMOTION	% SEPARATION	1981 % OF CATEGORY	% 1979-81 CHANGE	% 1977-81 CHANGE
FACULTY:												
TENURED												
WHITE MALE	86.1	74.2	80.6	88.3	84.4	-1.7	72.1	72.5	88.2	82.9	-1.5	-3.2
WHITE FEMALE	6.1	13.2	12.2	6.5	6.8	+0.7	12.3	15.0	5.7	7.9	+1.1	+1.8
BLACK MALE	1.1	0.6	1.1	0.5	1.3	+0.2	1.8	1.9	0.3	1.3	-	+0.2
BLACK FEMALE	0.2	0.3	0.3	0.3	0.2	-	0.5	0.9	0.3	0.2	-	-
HISPANIC MALE	1.6	2.5	2.0	1.1	2.0	+0.4	3.7	3.2	1.9	2.2	+0.2	+0.6
HISPANIC FEMALE	0.2	0.6	0.3	0.5	0.2	-	0.9	0.7	0.3	0.3	+0.1	+0.1
ASIAN MALE	4.2	7.4	2.8	2.7	4.5	+0.3	7.8	4.4	2.5	4.6	+0.1	+0.4
ASIAN FEMALE	0.2	0.6	0.3	-	0.3	+0.1	0.5	1.1	0.6	0.3	-	+0.1
INDIAN MALE	0.2	0.3	0.4	-	0.3	+0.1	-	-	-	0.3	-	+0.1
INDIAN FEMALE	0.0	0.3	-	-	0.0	-	0.5	0.4	-	0.1	+0.1	+0.1
NON-TENURED ON-TRACK												
WHITE MALE	66.3	62.5	-	67.6	63.9	+0.6	67.0	-	61.8	63.0	-0.9	-3.3
WHITE FEMALE	18.9	22.6	-	19.2	21.2	+2.3	20.7	-	18.6	23.2	+2.0	+4.3
BLACK MALE	2.8	2.6	-	3.4	2.7	-0.1	1.7	-	7.5	2.0	-0.7	-0.8
BLACK FEMALE	1.0	0.9	-	1.7	1.1	+0.1	0.9	-	1.0	0.9	-0.2	-0.1
HISPANIC MALE	4.1	3.0	-	2.8	3.4	-0.7	2.6	-	3.0	3.1	-0.3	-1.0
HISPANIC FEMALE	1.0	0.8	-	0.8	0.9	-0.1	0.3	-	0.5	0.5	-0.4	-0.5
ASIAN MALE	3.9	4.7	-	2.8	4.3	+0.4	5.0	-	5.5	5.1	+0.8	+1.2
ASIAN FEMALE	1.2	2.3	-	1.4	1.9	+0.7	1.7	-	1.5	1.8	-0.1	+0.6
INDIAN MALE	0.5	0.2	-	0.3	0.3	-0.2	-	-	-	0.3	-	-0.2
INDIAN FEMALE	0.3	0.4	-	-	0.2	-0.1	0.2	-	0.5	0.1	-0.1	-0.2
OTHER												
WHITE MALE	64.9	60.6	44.3	62.2	62.0	-2.9	53.0	42.4	54.3	59.5	-2.5	-5.4
WHITE FEMALE	21.3	24.1	42.6	22.8	23.2	+1.9	31.6	41.8	30.1	25.7	+2.5	+4.4
BLACK MALE	1.2	0.5	1.7	0.1	1.1	-0.1	0.9	0.6	0.6	1.0	-0.1	-0.2
BLACK FEMALE	1.0	0.5	0.8	1.3	1.1	+0.1	1.2	1.9	1.1	1.1	-	+0.1
HISPANIC MALE	1.7	3.4	1.3	3.6	2.3	+0.6	2.4	1.3	1.8	1.8	-0.5	+0.1
HISPANIC FEMALE	0.6	1.2	0.8	0.8	0.7	+0.1	0.9	1.3	0.8	0.8	+0.1	+0.2
ASIAN MALE	6.5	6.5	5.1	7.3	6.8	+0.3	7.2	5.1	7.3	7.3	+0.5	+0.8
ASIAN FEMALE	2.2	3.0	3.0	1.7	2.5	+0.3	2.7	4.4	3.5	2.6	+0.1	+0.4
INDIAN MALE	0.4	-	-	-	0.2	-0.2	0.1	0.6	0.1	0.1	-0.1	-0.3
INDIAN FEMALE	0.1	0.1	0.4	0.1	0.1	-	-	0.6	0.4	0.2	+0.1	+0.1

Source: California Postsecondary Education Commission

new hires than in promotions, for a net increase of 0.1 percentage point over the four-year period.

American Indian men showed no new hires, promotions, or separations between 1979 and 1981, resulting in the 0.1 percentage point increase that occurred between 1977 and 1979. American Indian women, who had so few members in the tenured faculty in 1977 and 1979 that they registered 0.0 percent, received enough new hires and promotions from 1979 to 1981 to raise their percentage of the tenured faculty to 0.1 percentage point in 1981.

Tenure-Track Faculty

No promotions are given in the tenure-track classification; persons are either promoted out of this category into the tenured faculty or released, so only new hires and separations are shown. White women received a higher percentage of these new hires between 1977 and 1979 than the percentage they held in the tenure-track faculty category in 1977, for a net increase of 4.3 percentage points over the four-year period.

Black men received a smaller percentage of new hires than their percentages of the tenure-track faculty in either 1977 or 1979, and a considerably higher percent of separations between 1979 and 1981, for an overall net decrease of 0.8 percentage point. Black women also received a smaller percentage of new hires in each two-year period than their percentages of the on-track category in 1977 and 1979, and a higher percentage of separations between 1977 and 1979, for an overall decrease of 0.1 percentage point over the four-year period.

Hispanic men received smaller percentages of both new hires and separations in each two-year period than their percentages of the category in 1977 and 1979, again resulting in a decrease of 1.0 percentage point in the representation of Hispanic men in the tenure-track classification. Hispanic women also received smaller percentages of new hires and separations than their percentages of the tenure-track category in 1977 and 1979, for a net decrease of 0.5 percentage point.

Asian men received a higher percentage of new hires in each two-year period than their percentages of the tenure-track faculty in 1977 and 1979, resulting in a net increase of 1.2 percentage points over the four-year period. For Asian women, their higher percentage of new hires from 1977 to 1979 than their 1977 percentage of the tenure-track category, and the lower percentage of separations from 1979 to 1981, provided a 0.6 percentage point increase.

American Indian men received a smaller percentage of new hires from 1977 to 1979 than their percentage in the 1977 tenure-track faculty, and no new hires from 1979 to 1981, for a net decrease of 0.2 percentage point over the four years. A considerably higher percentage of separations from 1979 to 1981 than their percentage of the 1979 category, resulted in a drop of 0.2 percentage points for American Indian women over the four-year period.

Other (Non-Ladder Rank) Faculty

In the "other" faculty category at the University, the new hire, promotion, and separation rates of almost all minorities and women resulted in increases in their percentages of this category. Only Black and American Indian men decreased their percentages of the other faculty category over the four-year period.

Summary

Looking across the top three occupational categories at the University from 1977 to 1981, the picture of new hires, promotions, and separations has generally been a mixed one. The net changes for women and minorities, with some exceptions, have been positive in the Executive/Administrative/Managerial and Professional Non-Faculty staff classifications, and in the tenured and "other" faculty categories. The tenure-track classification, however, shows many negative net changes for minority men and women over the four-year period, and it is from this group that people will be drawn for the tenured faculty. It seems clear that the University will need to concentrate its efforts particularly in the tenure-track faculty category, so that the recent slight increases in the percentages of women and minorities on the tenured faculty can be continued and expanded.

PROJECTING THE FUTURE

With staff data available for 1977, 1979, and 1981, trend-line projections are possible regarding the sex and ethnic composition of the Executive/Administrative/Managerial and Professional Non-Faculty staff at the University in coming years. With only three data points, however, one can only project the next two data points with any reliability. The figures in this section project the sex and ethnic composition for the University's two top staff categories for 1983 and 1985, assuming continued trends as evidenced over the past four years from 1977 to 1981. (As indicated in the earlier sections on full- and part-time faculty, the University has been unable to provide comparable data for 1977, 1979, and 1981; therefore, no projections of the University's faculty are included.) The statistical method employed was a trend-line analysis using the least squares method of linear regression. While some might argue that such imponderables as the economic state of the nation and California, including the rate of unemployment, the business slump, and the variability of interest rates make predictions based on stability quite suspect, stability has not been a major part of California's postsecondary education picture over the past four years--particularly with regard to financing, enrollments, federal aid, and legislative demands--thus projecting on these four years may indeed provide conservative estimates of future trends.

Executive/Administrative/Managerial Staff

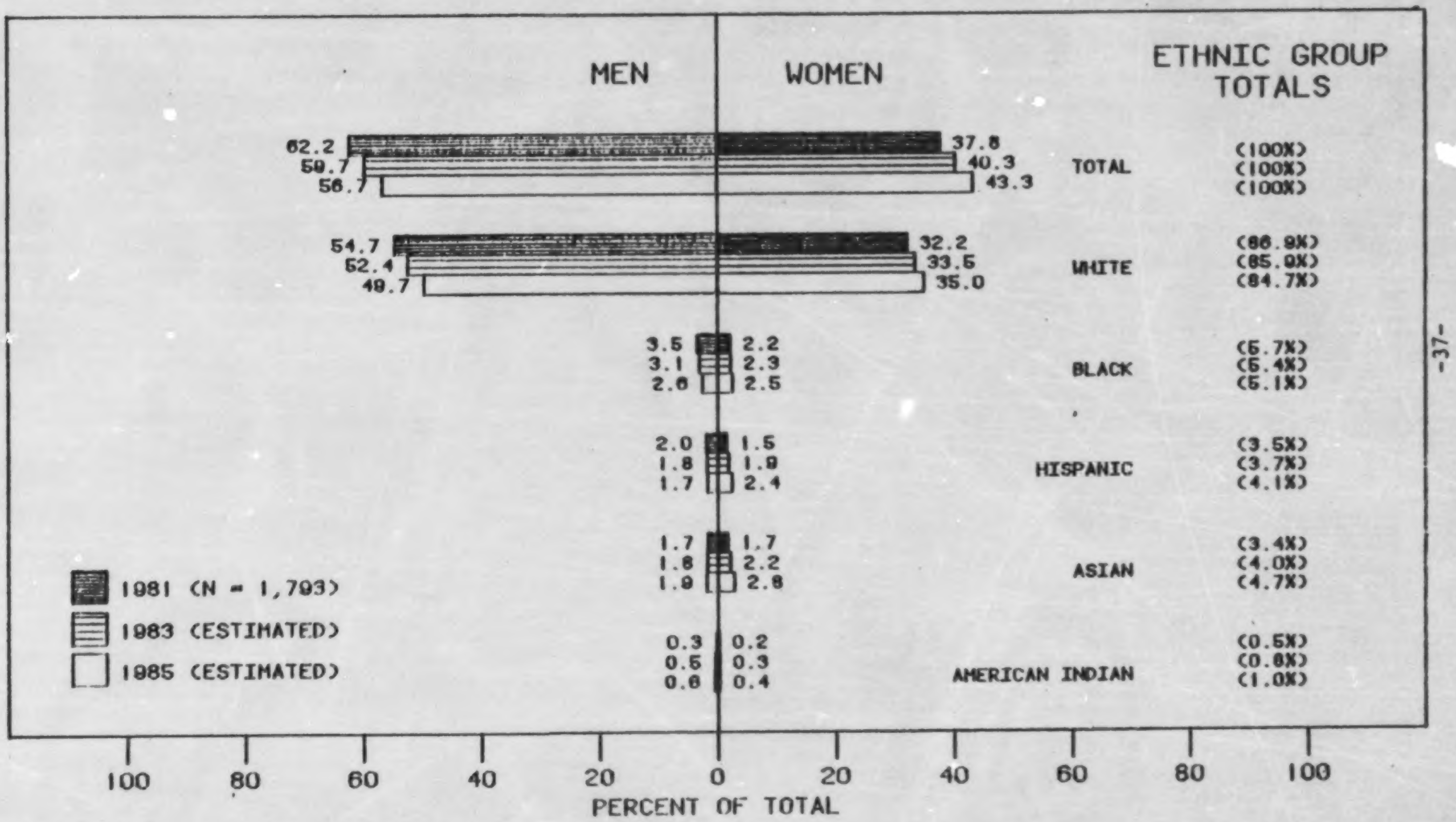
Figure 15 illustrates the projections of sex and ethnic composition of the University's Executive/Administrative/Managerial staff for 1983 and 1985 based in 1977-1981 data. Women in all ethnic groups are projected to increase their percentages on the administrative staff, if trends of the past four years hold constant. Men overall, and white, Black, and Hispanic men in particular, are projected to decrease their percentages, while Asian and American Indian men would increase their proportions of this classification in both 1983 and 1985.

The increases of all women and Asian and American Indian men would result in an increase of 6 percentage points in the representation of women and minorities on the University's administrative staff by 1985.

Professional Non-Faculty

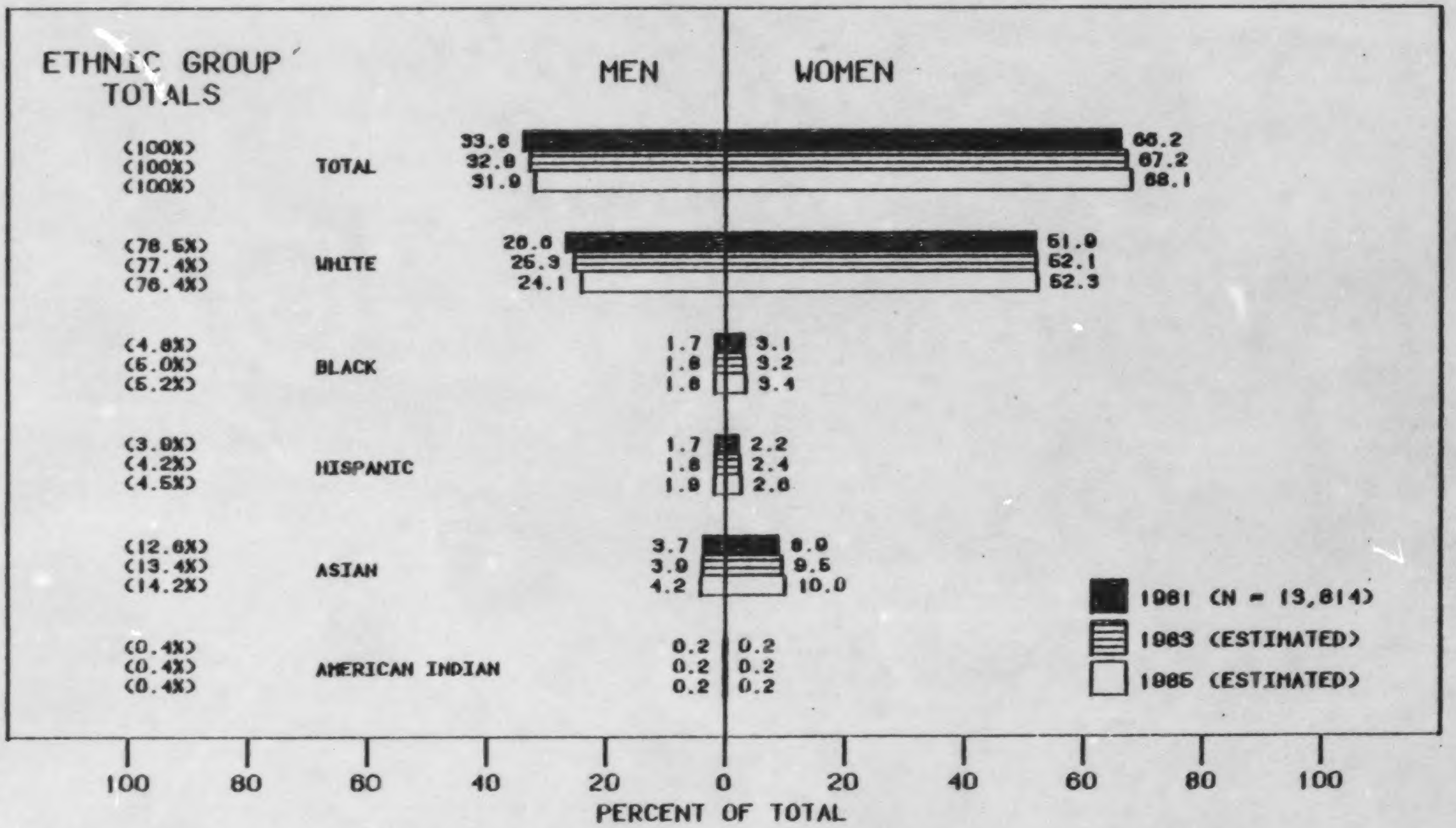
Figure 16 shows the projected sex and ethnic composition of the Professional Non-Faculty category for 1983 and 1985. Women in almost all ethnic groups are projected to increase their already majority share of the positions in this classification by 1985; stability at 0.2 percent is projected for American Indian women. While white males will decrease their proportion of the Professional Non-Faculty category, men in almost all ethnic groups are projected to increase their percentages by 1985; American Indian men will hold stable. Overall, by 1985, women and minorities are projected to increase their representation in the Professional Non-Faculty category by 2.5 percentage points.

FIGURE 15 Full-Time Executive/Administrative/Managerial Staff by Gender and Ethnicity as a Percent of Total Full-Time Executive/Administrative/Managerial Staff, University of California, Fall 1981 and Projections for 1983 and 1985



Source: California Postsecondary Education Commission

FIGURE 16 Full-Time Professional Non-Faculty Staff by Gender and Ethnicity as a Percent of Total Full-Time Professional Non-Faculty Staff, University of California, Fall 1981 and Projections for 1983 and 1985



Source: California Postsecondary Education Commission

Summary

Looking at the Executive/Administrative/Managerial and Professional Non-Faculty classifications, it is clear that the percentages of women and minorities are projected to increase by 1985. Given the noncomparability of the Faculty data, it is not possible to determine whether women and minorities will increase their relatively small percentages of this classification, particularly in the tenured faculty ranks. However, based on the 1981 data alone, the University may wish to consider the various means it has at its disposal to increase the recruitment and retention of women and minorities as faculty members.

CHAPTER TWO

THE CALIFORNIA STATE UNIVERSITY

CLASSIFICATION/OCCUPATIONAL ACTIVITY

This section of Chapter Two answers several questions regarding the classification and occupational activity of both full- and part-time staff of the State University system:

- What was the representation of women and minorities in the State University's work force in 1981?
- How well were women and minorities represented in the top three occupational classifications and how had that representation changed over the four-year period?
- What were the differences among minority groups, and between men and women within each minority group, in terms of representation in the top three occupational categories at the State University?
- How did the representation of minorities and women as faculty and administrative staff compare to the sex and ethnic composition of the State University's graduate and undergraduate student bodies?

In 1981, the State University had 26,464 full-time employees (a decrease of 731 people since 1977, although a slight increase above the 26,250 who were employed in 1979). Over 60 percent of the full-time staff were men, as was the case in 1977 and 1979. Men dominated all employment classifications but two (Secretarial/Clerical, and Technical/Paraprofessional), and were most dominant in the Executive/Administrative/Managerial, Faculty, and Skilled Crafts classifications. There were significant differences by ethnic group, however. While the greatest percentages of white, Asian, and American Indian men were in the Faculty classification, the largest percentages of Black and Hispanic men were in the Service/Maintenance category.

Women of all ethnic groups at the State University were most likely to be found in the Secretarial/Clerical classification. (See Table 4 for precise numbers and percentages of women and minorities in the seven occupational categories at the State University in 1981.)

TABLE 4 Full-Time Staff by Occupational Activity, California State University, 1981, from Higher Education Staff Information (EEO-6) Survey

ACTIVITY	GRAND TOTAL	MALE						FEMALE					
		TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE
EXEC/ADMIN/MANAGERIAL......	1,290	1,023	879	60	60	21	3	267	232	21	7	6	1
PERCENT..................	100.0	79.3	68.1	4.7	4.7	1.6	0.2	20.7	18.0	1.6	0.5	0.5	0.1
FACULTY.....................	11,709	9,152	8,063	205	276	565	43	2,557	2,236	94	89	121	17
PERCENT..................	100.0	78.2	68.9	1.8	2.4	4.8	0.4	21.8	19.1	0.8	0.8	1.0	0.2
PROFESSIONAL NON-FACULTY...	2,844	1,513	1,146	137	133	83	14	1,331	1,016	108	92	101	14
PERCENT..................	100.0	53.2	40.3	4.8	4.7	2.9	0.5	46.8	35.7	3.8	3.2	3.6	0.5
SECRETARIAL/CLERICAL.......	4,711	363	230	48	51	29	5	4,348	3,158	350	543	265	32
PERCENT..................	100.0	7.7	4.9	1.0	1.1	0.6	0.1	92.3	67.0	7.4	11.5	5.6	0.7
TECHNICAL/PARAPROFESSIONAL..	2,546	1,157	920	67	86	80	4	1,389	1,079	93	98	110	9
PERCENT..................	100.0	45.4	36.1	2.6	3.4	3.1	0.2	54.6	42.4	3.7	3.9	4.3	0.4
SKILLED CRAFTS.............	947	829	601	68	105	40	15	118	88	13	9	6	2
PERCENT..................	100.0	87.5	63.5	7.2	11.1	4.2	1.6	12.5	9.3	1.4	1.0	0.6	0.2
SERVICE/MAINTENANCE........	2,417	1,867	842	415	391	201	18	550	245	198	69	29	9
PERCENT..................	100.0	77.2	34.8	17.2	16.2	8.3	0.7	22.8	10.1	8.2	2.9	1.2	0.4
TOTAL......................	26,464	15,904	12,681	1,000	1,102	1,019	102	10,560	8,054	877	907	638	84
PERCENT..................	100.0	60.1	47.9	3.8	4.2	3.9	0.4	39.9	30.4	3.3	3.4	2.4	0.3

Source: California Postsecondary Education Commission

Full-Time Executive/Administrative/Managerial Staff

Figure 17 illustrates the changes in percentages of men and women of each ethnic group in the full-time Executive/Administrative/Managerial classification at the State University over the four-year period from 1977 to 1981. The total number of staff in this category was virtually unchanged from 1979 to 1981. (The large increase from 1977 to 1979 was due to a shift by the State University of some 900 persons from the Professional Non-Faculty and Faculty categories into the Executive/Administrative/Managerial category in 1979; the reasons for this shift are discussed in the Commission's 1981 report. Comparisons between the 1979 and 1981 data for the Executive and Professional Non-Faculty categories are therefore more accurate than between 1977 and 1981.)

While the Executive/Administrative/Managerial category at the State University was still predominantly white (86.1%) and male (79.3%) in 1981, it was less so than in 1979. In fact, women increased their representation in this category by 4.1 percentage points between 1979 and 1981. There were differences by ethnic group, however. White, Black, and Hispanic women all increased their proportions of the administrative staff from 1979 to 1981; Asian women decreased their percentage and American Indian women held stable over the two-year period. While white males decreased their percentage of administrative staff from 1979 to 1981, Black and Hispanic men increased their proportions and Asian and American Indian men remained stable over the two-year period.

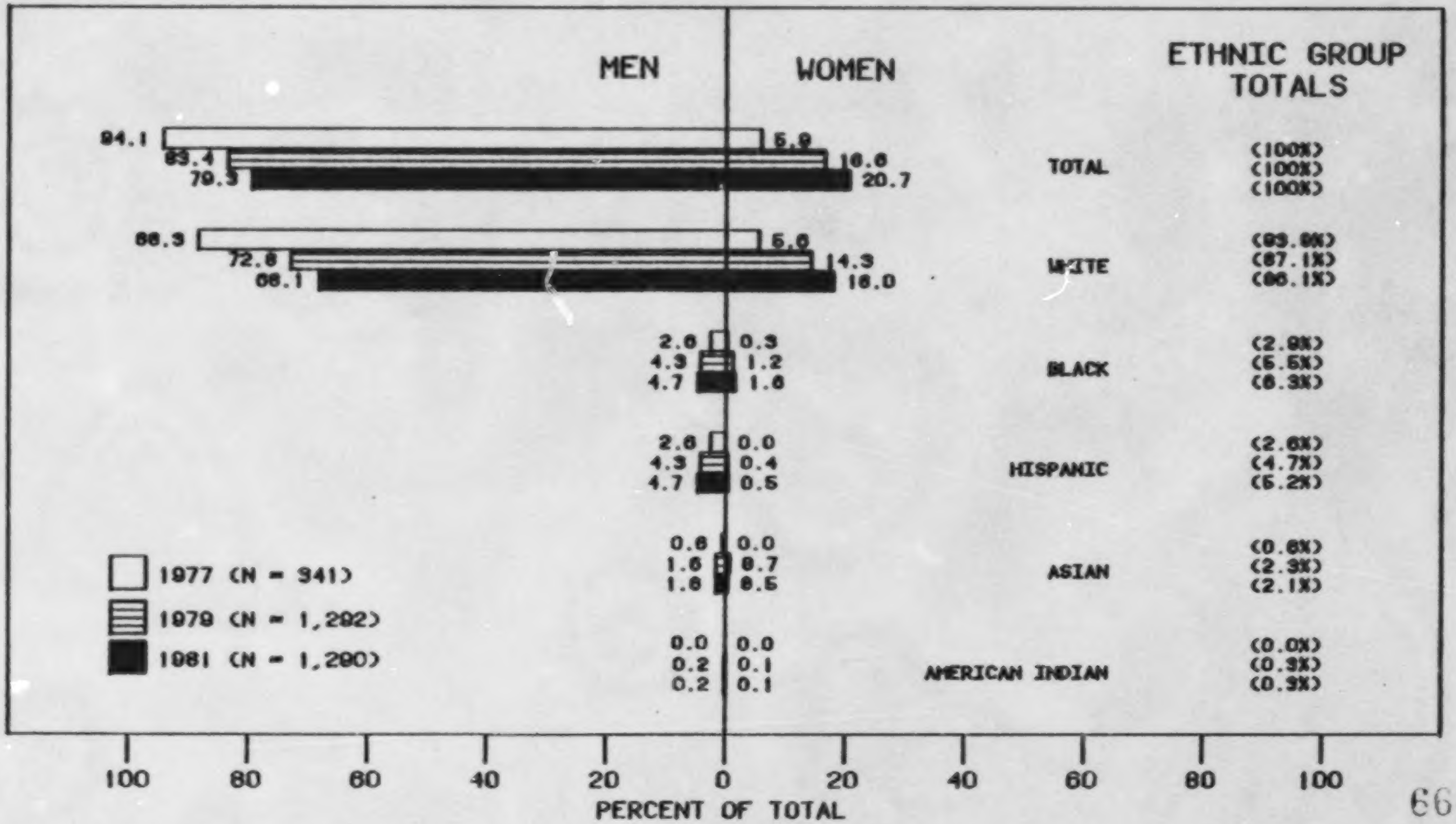
Overall, Blacks were the best represented minority group on the State University's administrative staff in 1981 at 6.3 percent. Hispanics were the second best represented minority group at 5.2 percent. In every ethnic group, men held a considerably greater share of the positions in the Executive/Administrative/Managerial category than did women.

(As only 16 persons in the Executive/Administrative/Managerial classification were part-time employees in 1981, no analysis of their sex and ethnic composition was done.)

Full-Time Faculty

Figure 18 shows the changes in representation of women and minorities as members of the full-time Faculty classification at the State University over the four-year period. The full-time Faculty category decreased by 253 people from 1977 to 1981 to a total of 11,709. While this classification was also predominantly white (88%) and male (78.2%) in 1981, it was less so than it was in 1977.

FIGURE 17 Full-Time Executive/Administrative/Managerial Staff by Gender and Ethnicity as a Percent of Total Full-Time Executive/Administrative/Managerial Staff, California State University, Fall 1977, 1979, and 1981



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Source: California Postsecondary Education Commission

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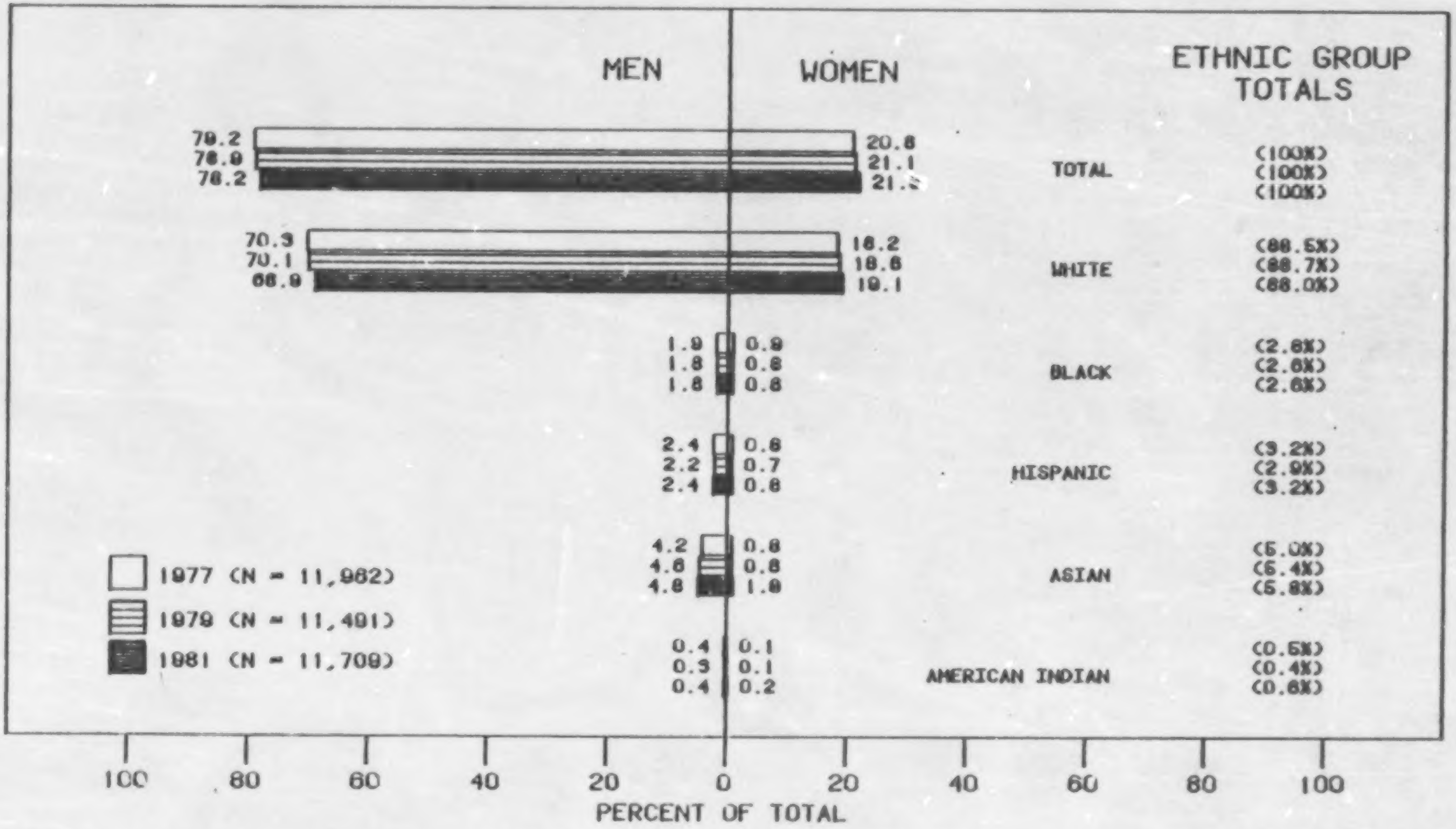
FIGURE 18 Full-Time Faculty by Gender and Ethnicity as a Percent of Total Full-Time Faculty, California State University, Fall 1977, 1979, and 1981



Source: California Postsecondary Education Commission

White, Asian, and American Indian women increased their percentages of the full-time Faculty classification over the four-year period; Black women declined slightly and Hispanic women held the same proportion in 1981 as in 1977. White and Black men both decreased their percentages over the four years; Asian men increased their proportion, and Hispanic and American Indian men held the same proportion of faculty positions in 1981 as they held in 1977.

Overall, Asians were the best represented minority on the State University's full-time Faculty in 1981 (5.8%), as they were in 1977. Hispanics were the next best represented minority group over the four-year period, at a stable 3.2 percent. In every ethnic group, men held a far greater share of full-time faculty positions than did women.

Part-Time Faculty

Figure 19 illustrates the percentages of women and minorities in the State University's part-time Faculty classification over the four-year period. In 1981, there were 6,990 people in this part-time category (as compared to 11,709 in the full-time Faculty), an increase of 499 people since 1977. Men also dominated the part-time Faculty category (62.4%), although women were considerably better represented here than on the full-time Faculty. Over the four-year period, women increased their proportion of the part-time faculty by 1.4 percentage points. White, Black, and Asian women all increased their percentages, while Hispanic and American Indian women both decreased. Hispanic women had a particularly noticeable decrease, from 3.6 percent in 1977 to 1.9 percent in 1981.

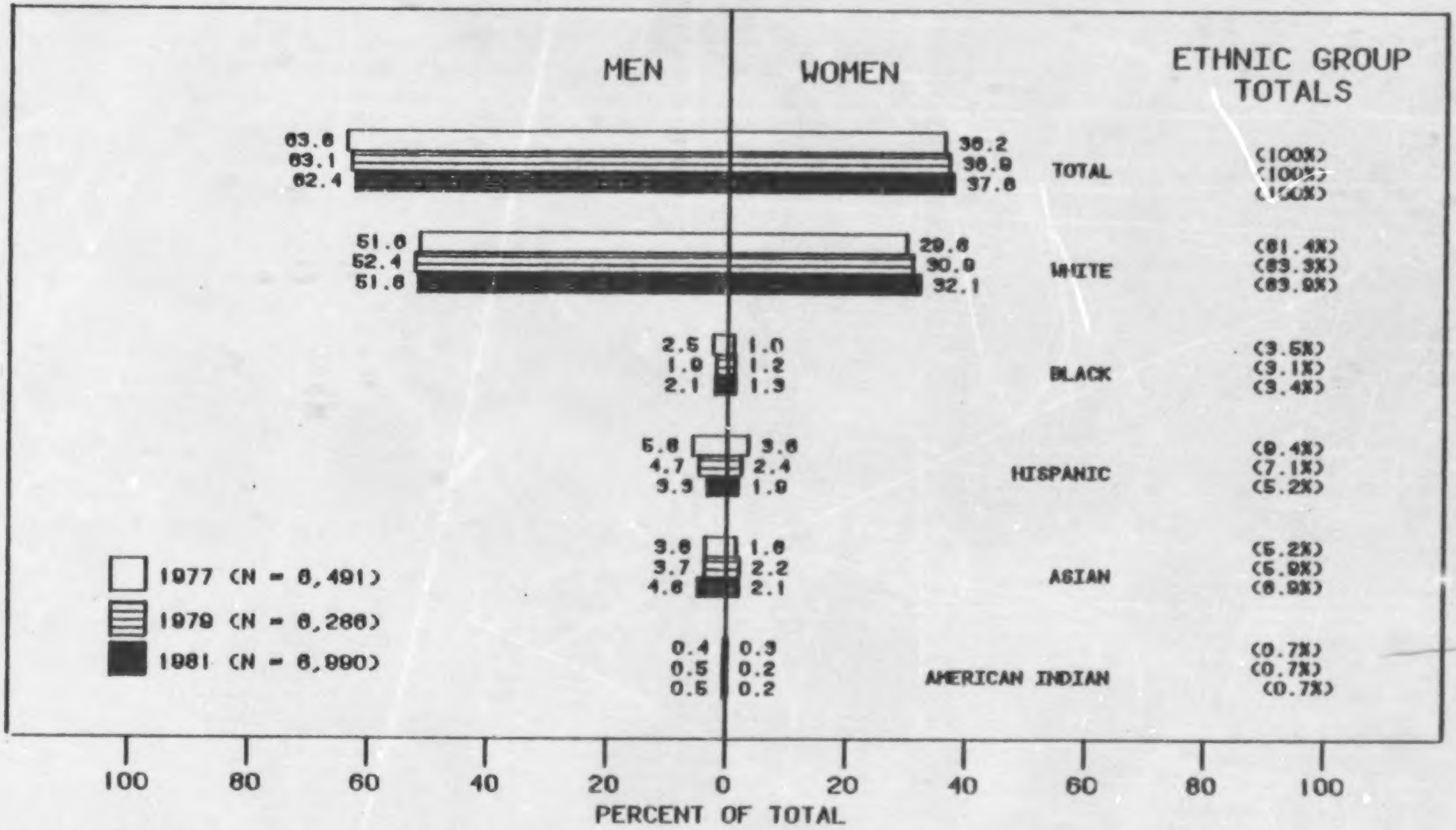
Men overall decreased their percentage of the part-time Faculty category between 1977 and 1981, although white, Asian, and American Indian men increased their proportions. Black and Hispanic men both decreased their percentages, with Hispanic men showing the most pronounced decline (from 5.8% in 1977 to 3.3% in 1981).

Overall, Asians were the best represented minority group among the part-time faculty members, with their proportion increasing over the four-year period. All other ethnic groups either declined or remained stable in their percentages of the part-time State University faculty from 1977 to 1981.

Full-Time Professional Non-Faculty

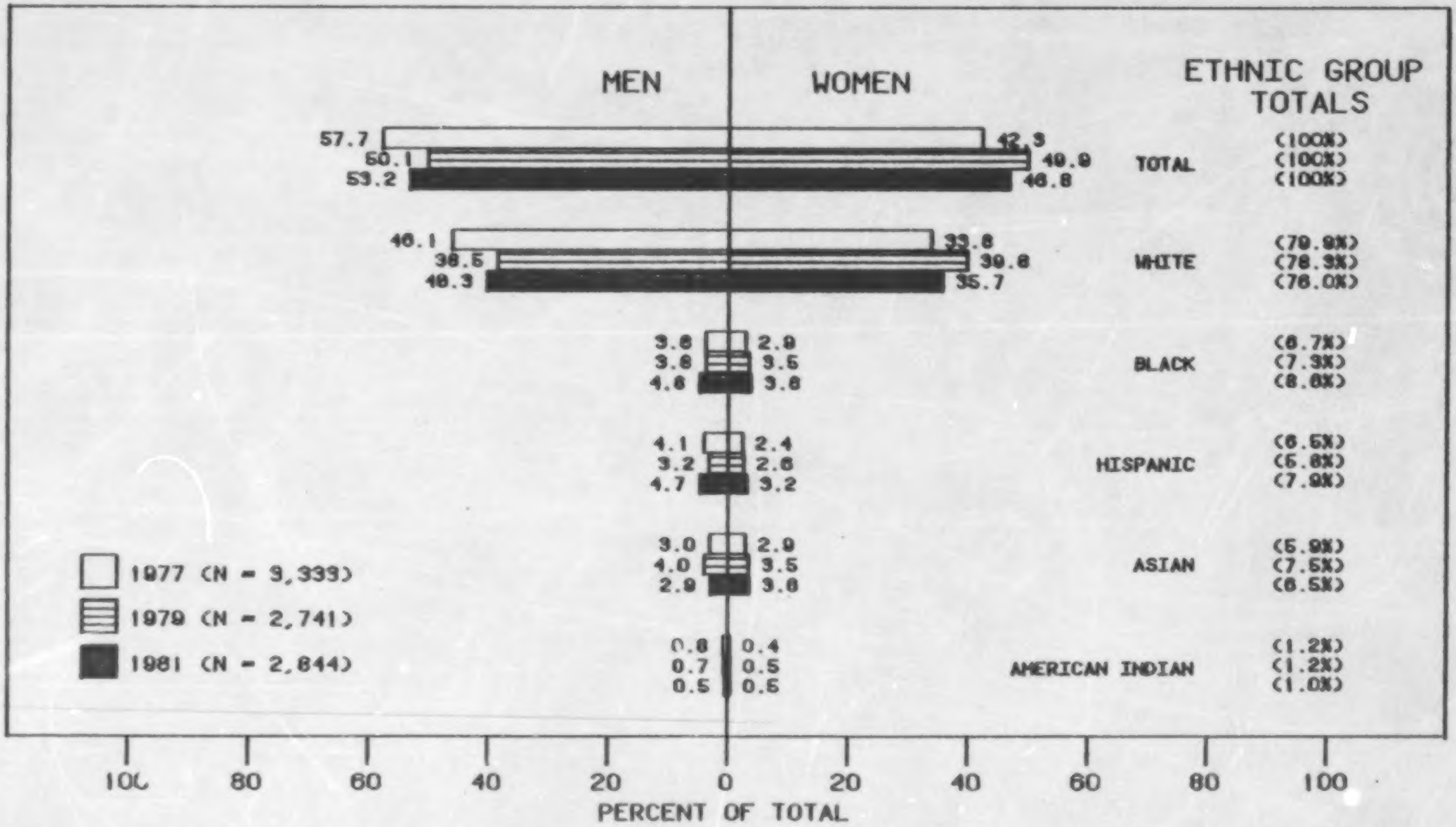
Figure 20 displays the percentages of women and minorities on the State University's full-time Professional Non-Faculty staff over the four-year period. This classification decreased by 489 people

FIGURE 19 Part-Time Faculty by Gender and Ethnicity as a Percent of Total Part-Time Faculty, California State University, Fall 1977, 1979, and 1981



Source: California Postsecondary Education Commission

FIGURE 20 Full-Time Professional Non-Faculty Staff by Gender and Ethnicity as a Percent of Total Full-Time Professional Non-Faculty Staff, California State University, Fall 1977, 1979, and 1981



Source: California Postsecondary Education Commission

between 1977 and 1981. Men also comprised the majority of this classification in 1981 at 53.2 percent, and it was predominantly white (76%). Women of all ethnic groups increased their percentages of the full-time Professional Non-Faculty from 1977 to 1981, although white women showed a decrease from 1979. White, Asian, and American Indian men decreased their percentages over the four-year period, while Black and Hispanic men increased their proportions.

Overall, Blacks were the best represented minority group among full-time Professional Non-Faculty staff in 1981 (8.6%), as they were in 1977.

Part-Time Professional Non-Faculty

Figure 21 depicts the part-time Professional Non-Faculty classification at the State University, and the changes in the representation of women and minorities over the four-year period. This part-time employee group lost over half of its members between 1977 and 1981, and had less than one-quarter of the number of people as in the full-time Professional Non-Faculty staff in 1981.

Men and women held almost equal shares of this classification in 1981 (50.1 and 49.9 percent, respectively). Women increased their share of this part-time category by 3 percentage points over the four-year period. White, Asian, and Black women all increased their percentages, with Black women more than doubling their percentage (from 1.6% in 1977 to 3.5% in 1981). White and Black men increased their proportions, while Hispanic, Asian, and American Indian men all decreased their percentages. Hispanic men and women both showed considerable declines over the four-year period.

Overall, Asians were the best represented minority group in the part-time Professional Non-Faculty classification at the State University in both 1979 and 1981. Hispanics had been the best represented minority group in 1977.

Comparisons Among Administrators, Faculty, and Students

In order to answer the question posed at the beginning of this chapter as to how the sex and ethnic composition of the State University's administration and faculty compare with that of the graduate and undergraduate student bodies, Commission staff used the State University's student ethnicity data, but with several changes. In order to provide comparative student ethnicity data with that generated on the federal EEO-6 form for faculty, Commission staff deleted the "non-resident aliens," "others," and "unknown" categories from the student totals. Figure 22 shows the sex and

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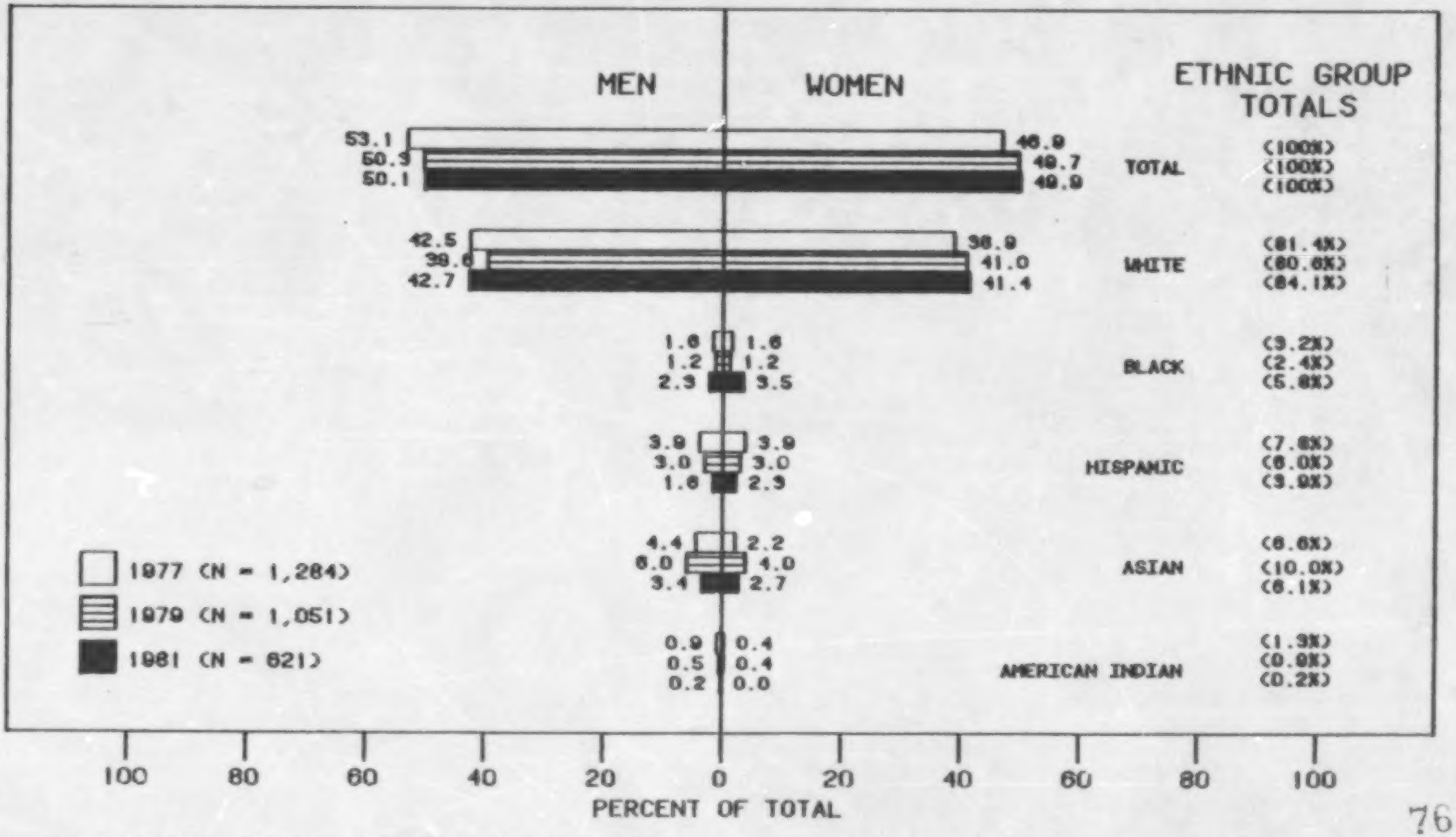
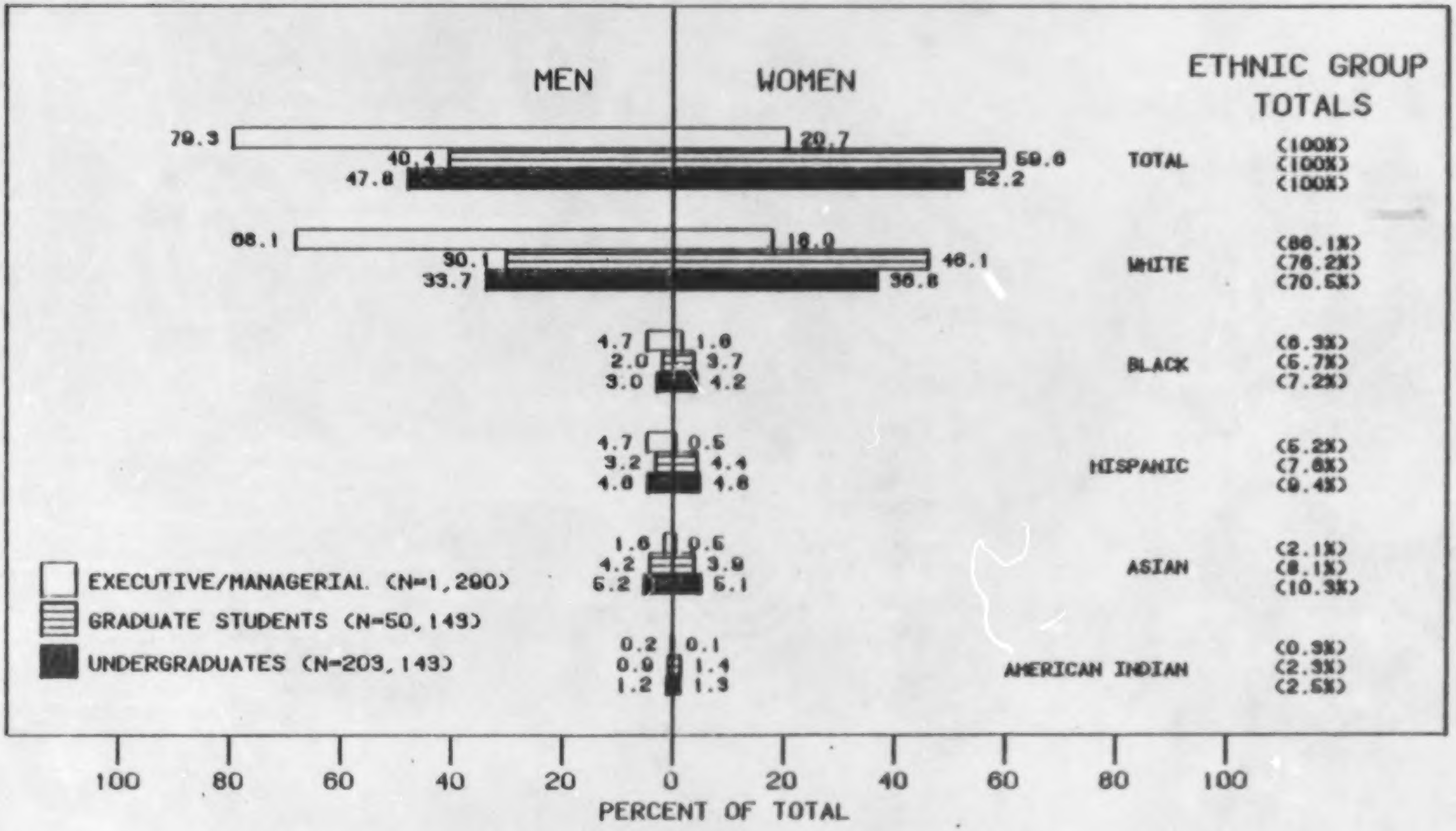
FIGURE 21 *Part-Time Professional Non-Faculty Staff by Gender and Ethnicity as a Percent of Total Part-Time Professional Non-Faculty Staff, California State University, Fall 1977, 1979, and 1981*



Source: California Postsecondary Education Commission

FIGURE 22 *Comparison of Graduate and Undergraduate Students With Full-Time Executive/Administrative/Managerial Staff by Ethnicity and Gender, California State University, 1981*



Source: California Postsecondary Education Commission

ethnic composition of the full-time Executive/Administrative/Managerial staff as compared to the State University's graduate and undergraduate student bodies in 1981.

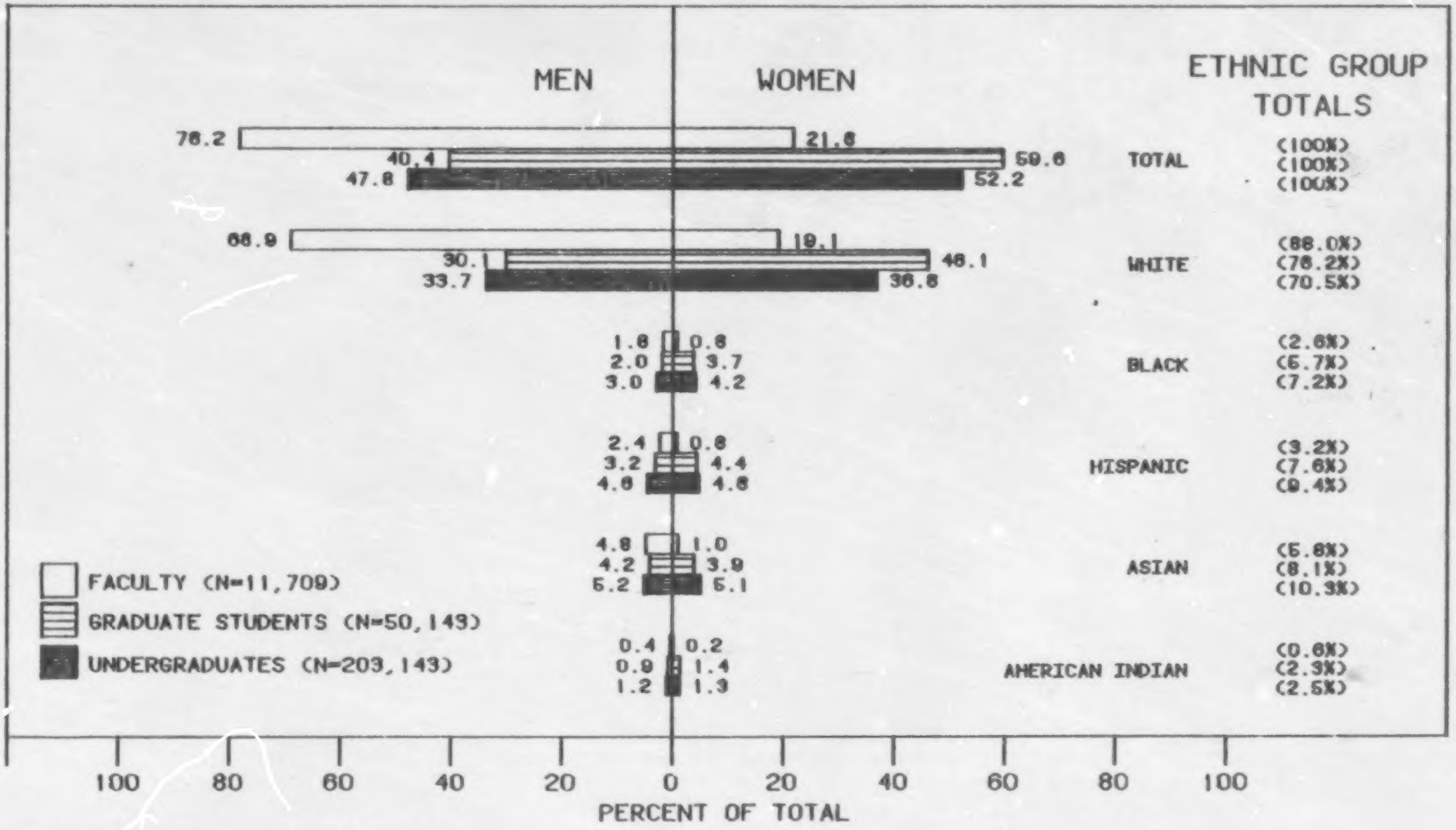
While women constituted 52 percent of the undergraduate student body and 60 percent of the graduate student body, they held only 21 percent of the administrative positions. This pattern held true for women of every ethnic group, with Hispanic and Asian women holding a particularly small share of administrative positions compared to their percentages in the graduate and undergraduate student bodies.

Men, on the other hand, were much better represented as members of the administration at the State University in 1981, than in either the graduate or undergraduate student bodies. There were significant differences by ethnic group, however. Black and Hispanic men, like white men, held larger percentages of administrative staff positions in the State University than their representation in the graduate or undergraduate student bodies. As was the case with Asian women, Asian men held a particularly small share of administrative positions, compared to their percentages in the undergraduate and graduate student bodies. American Indian men and women both held smaller shares of the administrative positions at the State University than their percentages in either the graduate or undergraduate student bodies.

Figure 23 depicts the comparison of the sex and ethnic composition of the State University's full-time faculty in 1981 with that of the graduate and undergraduate student bodies. The percent of women on the faculty (21.8%) was almost the same as on the administrative staff (20.7%). There were differences by ethnic group, however. While white women held slightly more than half the percentage of faculty positions as compared to their percentage of the undergraduate student body in 1981 and considerably less than half the percentage they constituted of the graduate student body, the percentages of faculty positions held by women in all other ethnic groups were far below their percentages of either the graduate or undergraduate student bodies.

Men, on the other hand, held a much higher proportion of faculty positions at the State University (78.2%) than they held in either the graduate or undergraduate student bodies. White men held more than double the percentage of faculty positions than their percentages in either the graduate or undergraduate student bodies; Asian men held a higher percentage of faculty positions than their percentage of the graduate student body. Black, Hispanic, and American Indian men all held a smaller proportion of faculty positions than their percentages in either the graduate or undergraduate student bodies.

FIGURE 23 Comparison of Graduate and Undergraduate Students With Full-Time Faculty by Ethnicity and Gender, California State University, 1981



Source: California Postsecondary Education Commission

COMPENSATION

This section of Chapter Two examines the salary ranges of the full-time State University staff in the top three occupational categories in 1981. As explained in the University's "Compensation" section, the charts in this section include data obtained from the Commission's salary supplement to the federal EEO-6 form, which permits analysis of salary ranges beyond that of the $30,000 and above" range in the federal form. These charts thus show the percentages of white males and females and minority males and females, in each of six salary ranges, from "less than $30,000" to "$50,000 and above." The tables in Appendix G show the precise numbers of men and women in each ethnic group whose salaries were reported in each of twelve salary ranges from "below $7,500" to "$50,000 and above."

This section answers several major questions:

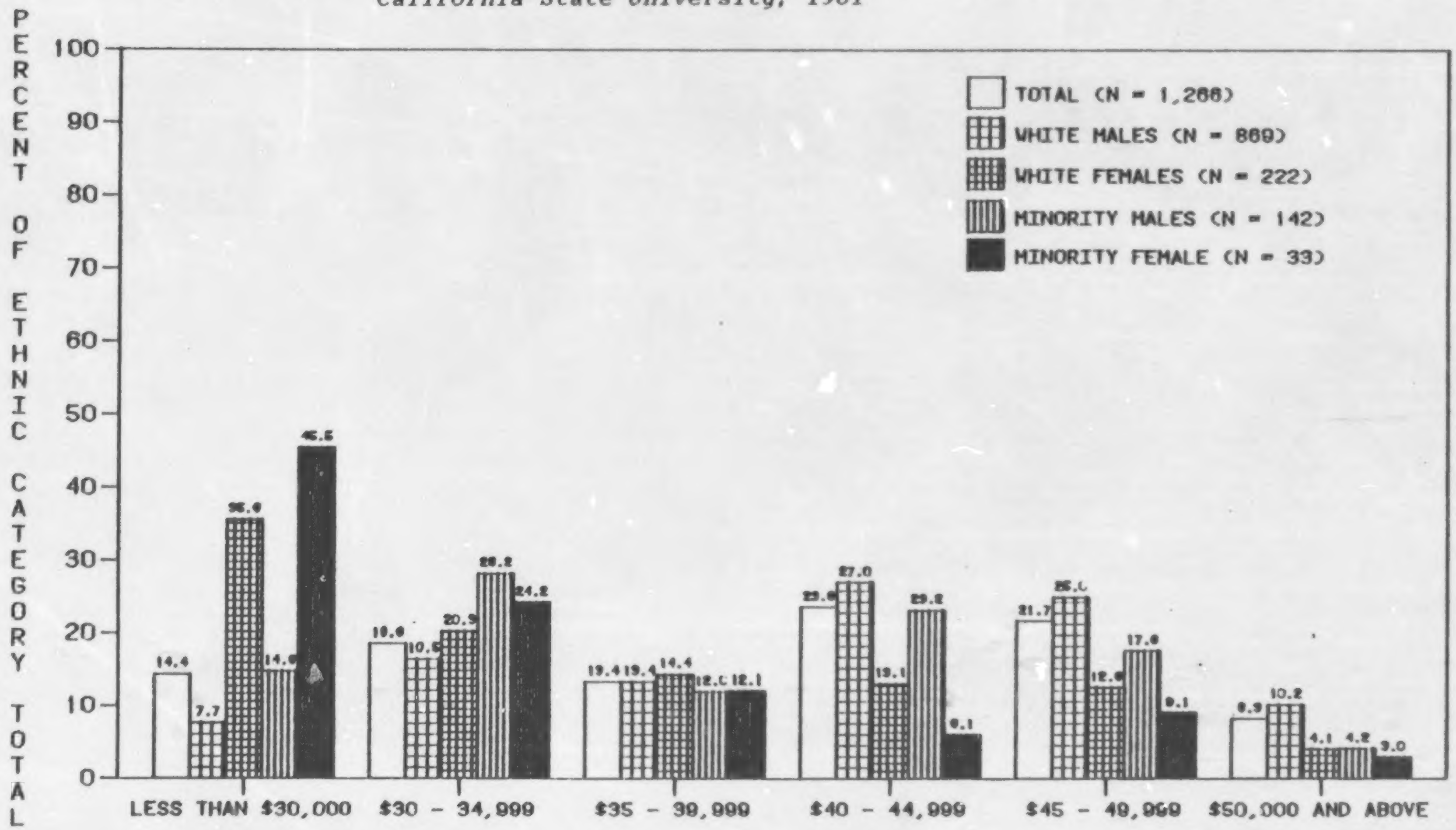
- In the top three occupational categories, what percentages of men and women in each ethnic group made less than $30,000 in 1981?
- What percentages of women and minorities had salaries above $30,000? What was the representation of women and minorities in the top salary range in each job classification, as compared to white males?

Full-Time Executive/Administrative/Managerial Staff

Figure 24 illustrates the distribution by sex and ethnicity of the full-time Executive/Administrative/Managerial employees at the State University in six salary ranges. (This display includes 11-month contract employees only, since only 24 Executive/Administrative employees were paid on a 9-month basis).

Of all the Executive/Administrative/Managerial staff, 14.4 percent made less than $30,000 in 1981. The percentages of men making less than $30,000 were relatively low: only 7.7 percent of white males and 14.8 percent of minority males were in this salary range. However, over a third of all white women (35.6%) and almost half of all minority women (45.5%) who were on the State University's administrative staff in 1981 made less than $30,000 per year. In fact, as the salary ranges increase, the percentages of white and minority women decrease, resulting in only 4.1 percent of white women and 3.0 percent of minority women earning salaries in the top range of $50,000 and above. Minority men fared better than did

FIGURE 24 *Distribution of Eleven-Month Contract Executive/Administrative/Managerial Staff Salary Range by Gender and Ethnicity, California State University, 1981*



Source: California Postsecondary Education Commission

women, with a somewhat more even distribution among the salary ranges, and 4.2 percent received salaries of $50,000 or more in 1981. Over 60 percent of all white males in the State University's administrative staff made salaries of over $40,000, with 10.2 percent in the top salary range of $50,000 and above in 1981.

Full-Time Nine-Month Contract Faculty

Figure 25 shows the distribution by sex and ethnicity of the 9-month contract faculty at the State University in the six salary ranges. (The vast majority of faculty at the State University are paid on a nine-month contract basis and are shown in this display; the 351 eleven-month contract faculty are not shown.)

Of all the nine-month faculty, 42.8 percent made less than $30,000 in 1981. The overwhelming majority of both white (61.3%) and minority (72.3%) women faculty made less than $30,000, and almost half the minority men (49.4%) were in this salary range in 1981. In comparison, the greatest percentage of white male faculty (47.1%) was in the $35,000 - $39,999 range in 1981. Virtually no one in the nine-month faculty at the State University made a salary above $40,000 in 1981.

Full-Time Professional Non-Faculty

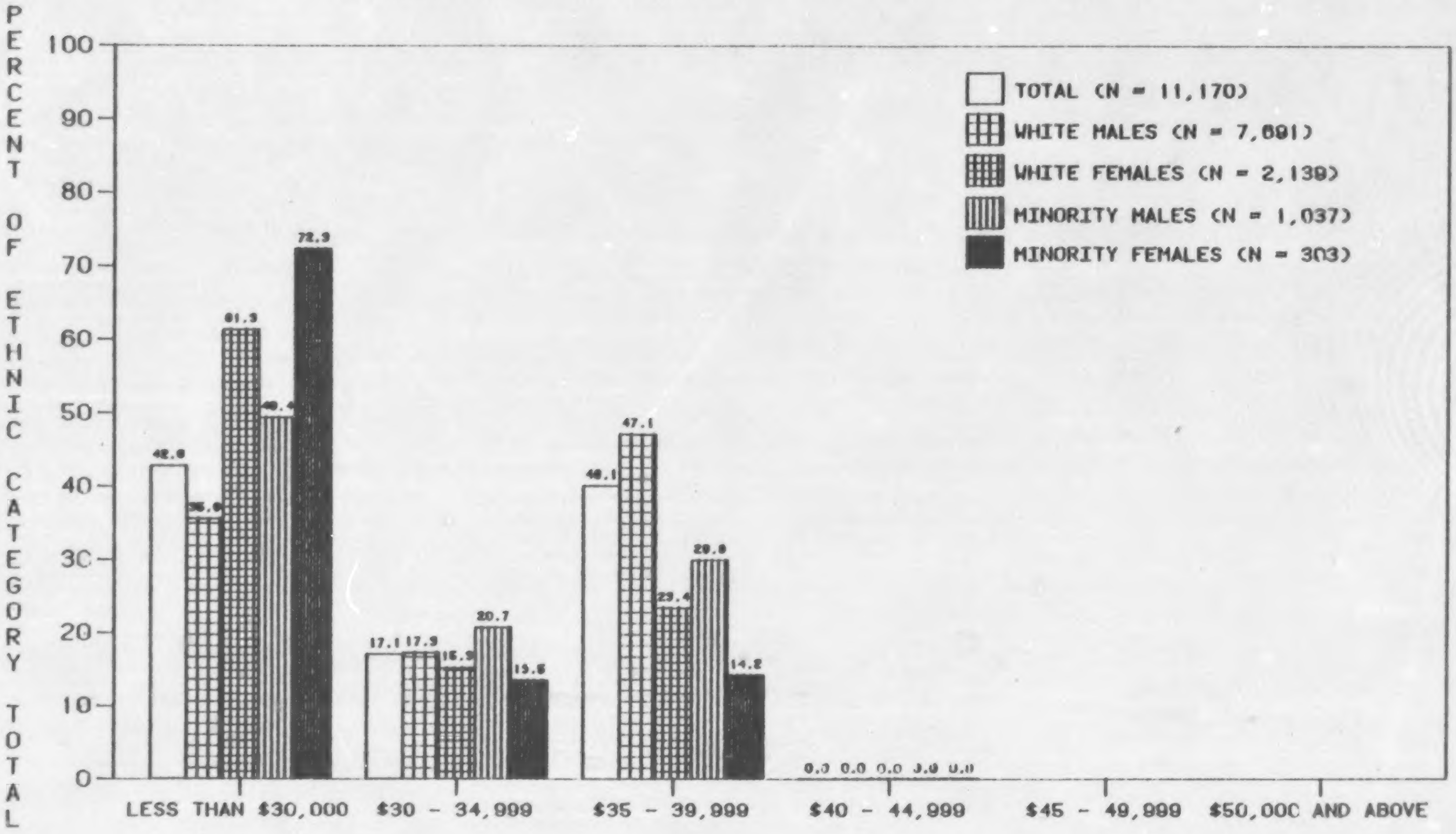
Figure 26 illustrates the distribution by sex and ethnicity of the full-time Professional Non-Faculty employees at the State University among the six salary ranges. (The majority of Professional Non-Faculty staff are paid on an eleven-month contract basis and are included in this display; the 179 nine-month staff in this category are not included.)

The vast majority (77.7%) of all the Professional Non-Faculty staff made less than $30,000 in 1981, although the men were not nearly as concentrated in this range as were the women. White males held the largest proportions of all the salary ranges above $30,000, and minority men held larger proportions of these ranges than either white or minority women.

FULL-TIME FACULTY BY TENURE STATUS AND RANK

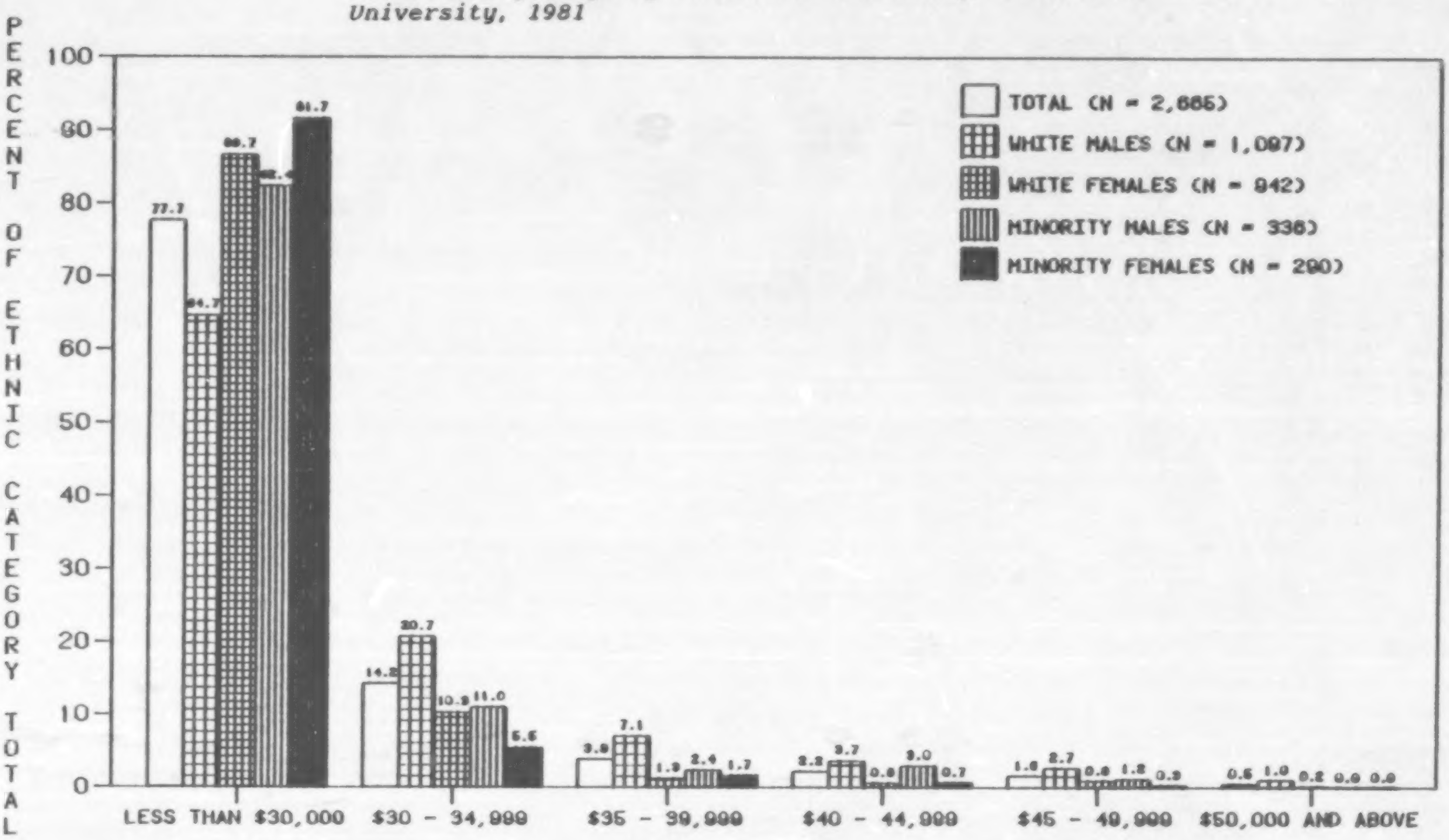
This section of Chapter Two examines the representation of women and ethnic minorities among the ranks of tenured, tenure-track, and "other" (not eligible for tenure) full-time faculty at the State

FIGURE 25 Distribution of Nine-Month Contract Faculty Salary Range by Gender and Ethnicity, California State University, 1981



Source: California Postsecondary Education Commission

FIGURE 26 Distribution of Eleven-Month Contract Professional Non-Faculty Staff Salary Range by Gender and Ethnicity, California State University, 1981



Source: California Postsecondary Education Commission

University. It answers several questions:

- What was the representation of women and minorities in the tenured faculty, in the tenure-track faculty, and in the other faculty in 1981? How has this representation changed over the four-year period? In which faculty category were women and minorities best represented?
- What were the differences in representation in each of the three faculty categories among the different ethnic groups, and between men and women in each ethnic group?

Tenured Faculty

Of the full-time faculty at the State University in 1981, 77.3 percent were tenured. Figure 27 displays the percentages of men and women of each ethnic group in the tenured faculty at the State University for 1977, 1979, and 1981. The tenured faculty was still predominantly white and male in 1981, although less male than in 1977. Women held only 18.4 percent of the tenured faculty positions, although this was an increase of 1.2 percentage points over the four-year period. White women increased their proportion by 0.6 percentage point; Black, Hispanic, and Asian women increased theirs by 0.2 and 0.3 percentage points, while American Indian women increased by 0.07 percentage point over the four-year period.

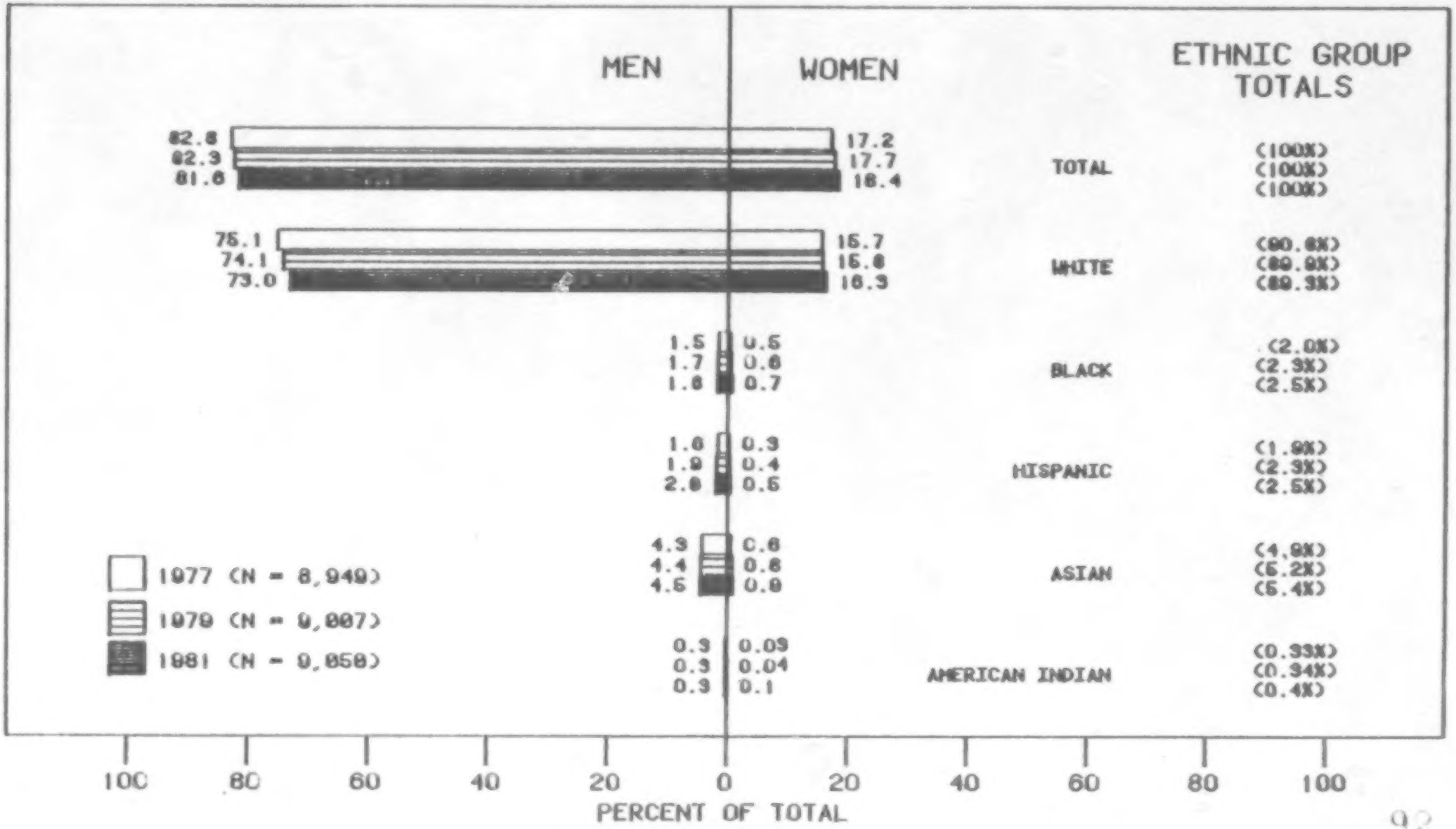
While white males decreased their representation on the tenured faculty by 2.1 percentage points between 1977 and 1981, virtually all minority group men increased their proportions of the tenured faculty; American Indian men held a stable proportion at 0.3 percent. Hispanic men made the largest gain from 1977 to 1981, increasing by 0.4 percentage point.

Overall, Asians were the best represented minority group in the tenured faculty at the State University in 1981 (at 5.4%) as they were in 1977, followed by Blacks and Hispanics in equal proportions (2.5% each). In every ethnic group, men held considerably greater percentages of the tenured faculty positions than did women.

Tenure-Track Faculty

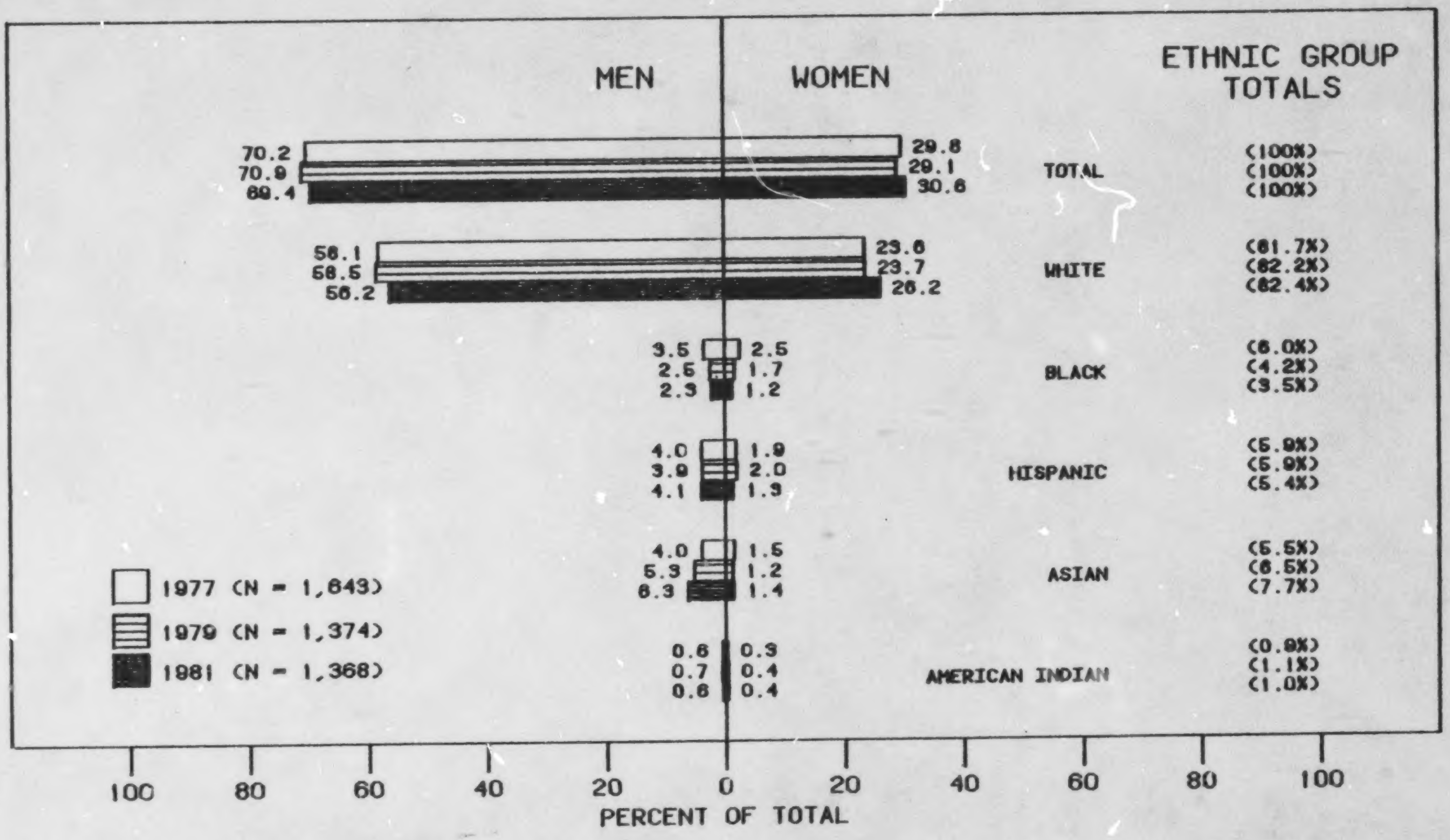
Figure 28 depicts the changes in percentages of women and minorities in the State University's tenure-track faculty from 1977 to 1981. Only 11.7 percent of the full-time State University faculty were on track for tenure in 1981, and there was an overall drop of 275 persons in this category over the four-year period.

FIGURE 27 Full-Time Tenured Faculty by Gender and Ethnicity as a Percent of Total Full-Time Tenured Faculty, California State University, Fall 1977, 1979, and 1981



Source: California Postsecondary Education Commission

FIGURE 28 Full-Time Tenure-Track Faculty by Gender and Ethnicity as a Percent of Total Full-Time Tenure-Track Faculty, California State University, Fall 1977, 1979, and 1981



Source: California Postsecondary Education Commission

In 1981, the State University's tenure-track faculty was also predominantly white and male, although less so than the tenured faculty. Women held 30.6 percent of the tenure track positions in 1981, an increase of 0.5 percentage points over the four-year period. White women increased their percentage by 2.6 percentage points from 1977 to 1981; American Indian women also increased, by 0.1 percentage point. In contrast, Black, Hispanic, and Asian women all decreased their percentages of the tenure-track positions over the four-year period.

White males decreased their proportion of this category by 1.9 percentage points from 1977 to 1981. Black men also declined, from 3.5 percent to 2.3 percent of the tenure-track category. Asian males showed a considerable increase in tenure-track positions, increasing by 2.3 percentage points over the four-year period, while Hispanic men increased slightly. American Indian men held the same percentage of tenure-track positions in 1981 as in 1977.

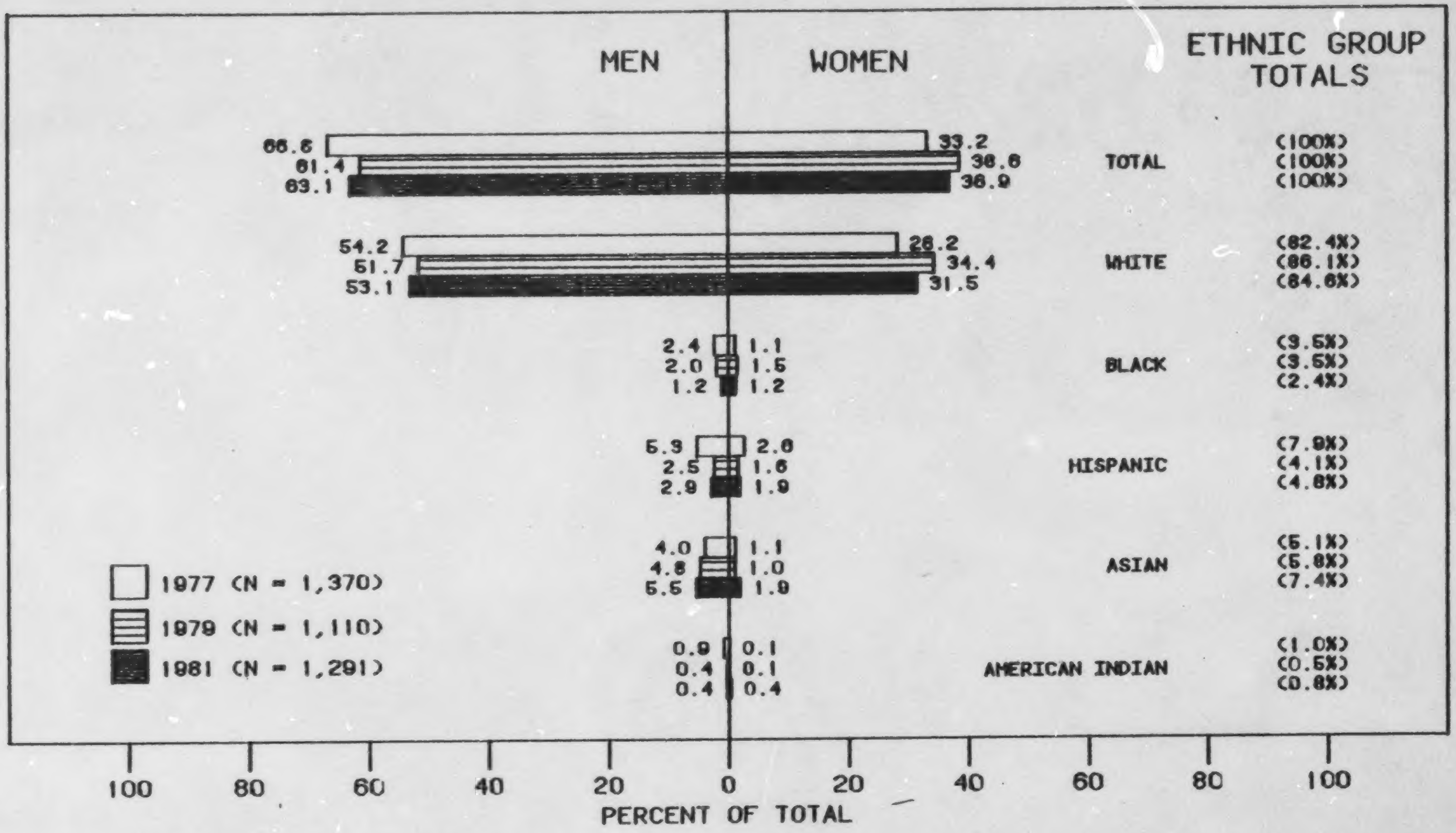
Overall, Asians were the best represented minority group in the tenure-track category in 1981 at 7.7 percent, as they were in 1979; Blacks had been the best represented minority group (6.0%) in 1977. As in the tenured faculty, men in every ethnic group held a considerably greater proportion of the tenure-track faculty positions than did women.

Other Faculty

Figure 29 illustrates the changes in the representation of women and minorities in the State University's "Other Faculty" category from 1977 to 1979. The other faculty includes those on short-term contracts and lecturers; no one in this classification is eligible for tenure. This group of faculty constituted 11 percent of the full-time faculty at the State University in 1981. Women held 36.9 percent of these positions in 1981, a 3.7 percentage points increase since 1977 and double their percentage of the State University's tenured faculty. The majority of this increase was due to a 3.3 percentage points increase in the representation of white women over the four-year period. Black, Asian, and American Indian women all increased their percentages of the other faculty category, but Hispanic women decreased theirs by 0.7 percentage point from 1977 to 1981.

White, Black, American Indian, and Hispanic men all decreased their percentages of the other faculty category, with Hispanic men showing the greatest decline (from 5.3% to 2.9%) over the four years. In contrast, Asian men increased their proportion of the other faculty positions by 1.5 percentage points over the four-year period.

FIGURE 29 Other Full-Time Faculty by Gender and Ethnicity as a Percent of Total Other Full-Time Faculty, California State University, Fall 1977, 1979, and 1981



Source: California Postsecondary Education Commission

Overall, Asians were the best represented minority group in this category in 1981 (7.4%), as they were in 1979; in 1977, Hispanics had been the best represented minority group in the other faculty category.

Summary

In looking across the three faculty categories (Figures 27, 28, and 29), it is clear that women, almost regardless of ethnic group, constituted a greater proportion of the ineligible for tenure, other faculty group in 1981 than they did of either the tenure-track or tenured faculty groups. Minority men, on the other hand, held greater percentages of the tenure-track positions than of either the other faculty or tenured faculty.

NEW HIRES, PROMOTIONS, AND SEPARATIONS

As discussed in Chapter One, one of the ways of measuring the success of affirmative action programs is to compare the percentages of new hires, promotions, and separations for women and minorities with their representation in each category in 1977, 1979, and 1981, and then determine the net changes in their representation in the top three occupational categories over the four-year period. Unfortunately, due to the State University's reclassification and movement of some 900 persons primarily from the Professional/Non-Faculty category into the Executive/Administrative/Managerial category between 1977 and 1979, the data for these categories is not comparable for that two-year period. Thus, comparisons of the percentages of new hires, promotions, and separations in these two occupational classifications can only be made for the two-year period from 1979 to 1981. As the Faculty category was not affected by these data problems, comparisons can be made for this classification for the entire four-year period.

This section of the report answers a series of questions about the hiring, promotion, and separation of women and minorities in the top three occupational categories at the State University:

- Were women and minorities hired at or above their representation in each category's 1977 or 1979 populations? How did the percentages of new hires differ among the ethnic groups, and among men and women within each ethnic group?

- Were women and minorities promoted at or above their percentages in each category's 1977 or 1979 population? Did the percentages of promotions differ markedly among ethnic groups? Between men and women within each ethnic group?

- Were women and minorities separated at or above their representation in each category's 1977 or 1979 population? Did the percentage of separations differ among minorities and between men and women within the various ethnic groups?
- Overall, what was the net change over the four-year period (in some cases, the two-year period) in the representation of women and minorities in the top three occupational classifications at the State University?

Executive/Administrative/Managerial Staff

Table 5 shows the percentages of new hires, promotions, and separations from 1979 to 1981, and the net percentage point change for that two-year period, for men and women of each ethnic group in both the Executive/Administrative/Managerial and the Professional Non-Faculty staff classifications at the State University.

Reading from left to right in the executive category, it is apparent that white women were hired and promoted, but also separated, at percentages above their percentage representation in that category in 1979, for a net increase of 3.7 percentage points over the two-year period.

Black men were also hired above their 1979 representation in this category, and received a smaller percentage of promotions and separations, for a net increase of 0.4 percentage point between 1979 and 1981. Black women were hired, promoted and separated at above their 1979 percentage, for a 0.4 percentage point increase.

The percentage of new hires that went to Hispanic men from 1979 to 1981 was more than twice their percentage in the Executive category in 1979, but their percentages of promotions were lower and their separations were higher, for an overall increase of 0.4 percentage point over the two-year period. Hispanic women also received double the percentage of new hires as their percentage in the executive category in 1979, for an increase of 0.1 percentage point by 1981.

Asian men had higher percentages of new hires and promotions than their 1979 percentage of this category, but they also received a higher percentage of separations, which resulted in no change in their representation over the two-year period. Among Asian women, the new hire, promotion, and separation rates resulted in an overall decrease of 0.2 percentage point from 1979 to 1981.

TABLE 5 *Percent of Full-Time Executive and Professional Non-Faculty Staff by Sex and Ethnicity Among New Hires, Promotions, and Separations, California State University, Fall 1977 Through Fall 1981*

	1977-1979						1979-1981					1977-81
OCCUPATIONAL ACTIVITY	1977 % OF CATEGORY	% NEW HIRES	% PROMOTIONS	% SEPARATIONS	1979 % OF CATEGORY	% 1977-79 CHANGE	% NEW HIRES	% PROMOTION	% SEPARATION	1981 % OF CATEGORY	% 1979-81 CHANGE	% 1977-81 CHANGE
EXECUTIVE:						N/A						N/A
WHITE MALE					72.8		55.2	57.7	65.0	68.1	-4.7	
WHITE FEMALE					14.3		20.4	23.7	19.3	18.0	+3.7	
BLACK MALE					4.3		5.4	3.2	2.5	4.7	+0.4	
BLACK FEMALE					1.2		3.6	1.9	2.5	1.6	+0.4	
HISPANIC MALE	COMPARABLE DATA NOT AVAILABLE				4.3		9.5	3.8	5.3	4.7	+0.4	
HISPANIC FEMALE					0.4		0.9	1.9	0.4	0.5	+0.1	
ASIAN MALE					1.6		2.3	3.8	2.1	1.6	-	
ASIAN FEMALE					0.7		2.3	0.6	2.9	0.5	-0.2	
INDIAN MALE					0.2		0.5	0.6	-	0.2	-	
INDIAN FEMALE					0.1		-	2.6	-	0.1	-	
PROFESSIONAL NON-FACULTY:						N/A						N/A
WHITE MALE					38.5		38.3	30.9	35.5	40.3	+1.8	
WHITE FEMALE					39.8		31.6	47.0	36.5	35.7	-4.1	
BLACK MALE					3.8		5.9	1.7	5.9	4.8	+1.0	
BLACK FEMALE	COMPARABLE DATA NOT AVAILABLE				3.5		4.5	3.5	3.8	3.8	+0.3	
HISPANIC MALE					3.2		6.8	4.0	5.8	4.7	+1.5	
HISPANIC FEMALE					2.6		4.8	4.2	4.5	3.2	+0.6	
ASIAN MALE					4.0		3.3	2.5	3.5	2.9	-1.1	
ASIAN FEMALE					3.5		3.7	5.7	3.5	3.6	+0.1	
INDIAN MALE					0.7		0.5	-	0.6	0.5	-0.2	
INDIAN FEMALE					0.5		0.5	0.5	0.4	0.5	-	

Source: California Postsecondary Education Commission

Finally, the percentages of promotions received by American Indian men and women were higher than their percentages in the executive category in 1979, but were not sufficient to change their percentage representation in this category over the two-year period.

Professional Non-Faculty

In the Professional Non-Faculty category, white women received fewer new hires, more promotions and more separations than their 1979 percentage of this category, resulting in a net decrease of 4.1 percentage points.

Black men received considerably larger percentages of both new hires and separations than their 1979 percentage on the Professional Non-Faculty staff, for an overall increase of 1.0 percentage point. Black women were also hired and separated at rates above their 1979 percentage representation, for an increase of 0.3 percentage point.

Hispanic men also received double the percentage of new hires as their 1979 percentage of this category, for an increase of 1.5 percentage points. Hispanic women were hired, promoted, and separated at rates above their 1979 percentage of the Professional/Non-Faculty category, for an increase of 0.6 percentage point.

Asian men received lower percentages of both new hires and promotions than their percentage in the category in 1979, for a decrease of 1.1 percentage points. Asian women, on the other hand, received higher percentages of new hires, promotions, and separations, resulting in a 0.1 percentage point increase over the two-year period.

American Indian men received a smaller percentage of new hires than their 1979 percentage of the category and none of the promotions, for a decrease of 0.2 percentage point, while American Indian women held essentially stable over the two-year period.

Tenured Faculty

Table 6 illustrates the new hire, promotion, and separation rates for the three different faculty categories--tenured, tenure-track, and "other" (not eligible for tenure) faculty--over the four-year period at the State University.

The percentages of new hires for white women in the tenured faculty category in both of the two-year periods were below their percentage representation in that category, although their percentages of promotions were higher, resulting in a 0.6 percentage point increase over the four-year period.

TABLE 6 Percent of Full-Time Faculty by Category, Sex, and Ethnicity Among New Hires, Promotions, and Separations, California State University, Fall 1977 Through Fall 1981

	1977-1979						1979-1981					1977-81
OCCUPATIONAL ACTIVITY	1977 % OF CATEGORY	% NEW HIRES	% PROMOTIONS	% SEPARATIONS	1979 % OF CATEGORY	% 1977-79 CHANGE	% NEW HIRES	% PROMOTION	% SEPARATION	1981 % OF CATEGORY	% 1979-81 CHANGE	% 1977-81 CHANGE
FACULTY:												
TENURED												
WHITE MALE	75.1	68.7	66.7	71.9	74.1	-1.0	77.5	64.0	81.3	73.0	-1.1	-2.1
WHITE FEMALE	15.7	14.9	20.6	22.0	15.8	+0.1	10.0	21.8	13.2	16.3	+0.5	+0.6
BLACK MALE	1.5	1.5	1.9	1.5	1.7	+0.2	-	2.5	0.8	1.8	+0.1	+0.3
BLACK FEMALE	0.5	-	1.0	0.5	0.6	+0.1	-	1.3	0.4	0.7	+0.1	+0.2
HISPANIC MALE	1.6	4.5	2.6	0.8	1.9	+0.3	2.5	2.3	1.5	2.0	+0.1	+0.4
HISPANIC FEMALE	0.3	1.5	0.8	0.4	0.4	+0.1	-	1.2	0.3	0.5	+0.1	+0.2
ASIAN MALE	4.3	3.0	4.5	2.0	4.4	+0.1	7.5	5.0	2.2	4.5	+0.1	+0.2
ASIAN FEMALE	0.6	1.5	1.1	0.7	0.8	+0.2	2.5	1.2	0.1	0.9	+0.1	+0.3
INDIAN MALE	0.3	1.5	0.4	0.1	0.3	-	-	0.5	0.1	0.3	-	0.0
INDIAN FEMALE	-	3.0	0.2	-	-	-	-	0.2	-	0.1	+0.1	+0.1
NON-TENURED ON-TRACK												
WHITE MALE	58.1	56.0	58.5	54.8	58.5	+0.4	58.0	59.8	57.0	56.2	-2.3	-1.9
WHITE FEMALE	23.6	24.9	23.7	22.9	23.7	+0.1	24.2	24.8	27.2	26.2	+2.5	+2.6
BLACK MALE	3.5	2.0	2.2	5.0	2.5	-1.0	2.2	2.6	2.3	2.3	-0.2	-1.2
BLACK FEMALE	2.5	1.4	3.0	3.7	1.7	-0.8	1.3	2.6	2.6	1.2	-0.5	-1.3
HISPANIC MALE	4.0	5.5	3.0	5.6	3.9	-0.1	3.7	1.7	3.5	4.1	+0.2	+0.1
HISPANIC FEMALE	1.9	2.7	-	1.7	2.0	+0.1	1.7	0.9	1.9	1.3	-0.7	-0.6
ASIAN MALE	4.0	5.0	7.4	4.4	5.3	+1.3	6.9	6.0	3.7	6.3	+1.0	+2.3
ASIAN FEMALE	1.5	1.5	1.5	1.0	1.2	-0.3	1.5	1.7	0.9	1.4	+0.2	-0.1
INDIAN MALE	0.6	0.7	0.7	0.4	0.7	+0.1	0.6	-	0.5	0.6	-0.1	0.0
INDIAN FEMALE	0.3	0.3	-	0.4	0.4	+0.1	-	-	0.5	0.4	-	+0.1
OTHER												
WHITE MALE	54.2	56.9	73.9	57.3	51.7	-2.5	54.0	45.5	56.0	53.1	+1.4	-1.1
WHITE FEMALE	28.2	25.4	14.8	24.9	34.4	+6.2	31.8	27.3	29.9	31.5	-2.9	+3.3
BLACK MALE	2.4	2.1	1.1	2.2	2.0	-0.4	1.1	9.1	1.6	1.2	-0.8	-1.2
BLACK FEMALE	1.1	0.9	-	1.2	1.5	+0.4	1.1	-	1.0	1.2	-0.3	+0.1
HISPANIC MALE	5.3	5.2	3.4	5.2	2.5	-2.8	2.8	9.1	2.9	2.9	+0.4	-2.4
HISPANIC FEMALE	2.6	3.0	3.4	2.7	1.6	-1.0	1.9	-	1.4	1.9	+0.3	-0.7
ASIAN MALE	4.0	4.6	1.1	4.6	4.8	+0.8	5.3	9.1	5.8	5.5	+0.7	+1.5
ASIAN FEMALE	1.1	1.2	1.1	1.2	1.0	-0.1	1.5	-	1.1	1.9	+0.9	+0.8
INDIAN MALE	0.9	0.5	-	0.5	0.4	-0.5	0.3	-	0.1	0.4	-	-0.5
INDIAN FEMALE	0.1	0.2	1.1	0.2	0.1	-	0.3	-	0.1	0.4	+0.3	+0.3

Source: California Postsecondary Education Commission

Black men did better in terms of promotions than in new hires over the four-year period, for a net increase of 0.3 percentage point. Black women, like Black men, had no new hires between 1979 and 1981, although their percentages of promotions were higher than their percentages in the tenured faculty, for an overall increase of 0.2 percentage point.

Hispanic men received considerably higher percentages of both new hires and promotions to the tenured faculty than their percentage representation, for an increase of 0.4 percentage point from 1977 to 1981. While Hispanic women showed no new hires to the tenured faculty between 1979 and 1981, their percentages of new hires and promotions between 1977 and 1979 were considerably above their 0.3 percent of the tenured faculty category, which resulted in an overall increase of 0.2 percentage point for the four-year period.

Asian men did better in terms of new hires and promotions between 1979 and 1981 than in the previous two-year period, for an increase of 0.2 percentage point in the tenured faculty category. Asian women received higher percentages of new hires and promotions than their percentages in the tenured faculty in both two-year periods, for an overall increase of 0.3 percentage point.

No American Indian men were hired at the tenured faculty level between 1979 and 1981, and their percentage of the tenured faculty held steady at 0.3 percent. While there were less than 0.1 percent American Indian women on the State University's tenured faculty in either 1977 or 1979, they did receive some promotions into the tenured ranks between 1979 and 1981, giving them 0.1 percent of the tenured faculty positions in 1981.

Tenure-Track Faculty

In the tenure-track category, white women received slightly higher percentages of new hires and promotions in each two-year period than their percentages in the tenure-track faculty category, for a net increase of 2.6 percentage points.

Black men received smaller percentages of new hires and promotions and a considerably higher percentage of separations between 1977 and 1979 than their 1977 percentage of this category, for a decrease of 1.2 percentage points in the tenure-track category. Black women also received smaller percentages of new hires and larger percentages of separations than their percentages in the category, for a decrease of 1.3 percentage points over the four-year period.

The 5.5 percent of new hires received by Hispanic men from 1977 to 1979 compared to their 4 percent of the tenure-track category apparently compensated for their lower percentages of promotions, for an overall gain of 0.1 percentage point. Between 1979 and 1981, Hispanic women received smaller percentages of new hires and promotions than their percentage representation in the on-track category, for a decrease of 0.6 percentage point from 1977 to 1981.

Asian men received higher percentages of new hires and promotions in both two-year periods than their percentages in the on-track category, for a net increase of 2.3 percentage points over the four-year period. Asian women did better in terms of new hires and promotions between 1979 and 1981 than in the previous two-year period, but still experienced a decrease of 0.1 percentage point in their representation.

The new hire, promotion, and separation rates of American Indian men resulted in no change in their representation, while American Indian women showed a slight increase of 0.1 percentage point over the four years.

Other Faculty

The "Other Faculty" category at the State University consists entirely of persons who are ineligible for tenure. Between 1977 and 1981, the new hire, promotion, and separation rates of white, Black, Asian, and American Indian women resulted in increases in their overall percentages of the other faculty catetory; only Hispanic women decreased. White, Black, Hispanic, and American Indian men, on the other hand, all decreased their percentages of the other faculty category over the four-year period, while Asian men increased their percentage.

Summary

Looking at the three faculty categories at the State University, the picture of new hires, promotions, and separations for women and minorities has generally been a mixed one. Interestingly, the net changes for women and minorities have been most positive in the tenured faculty category, with mixed results in the tenure-track and "other" faculty categories.

PROJECTING THE FUTURE

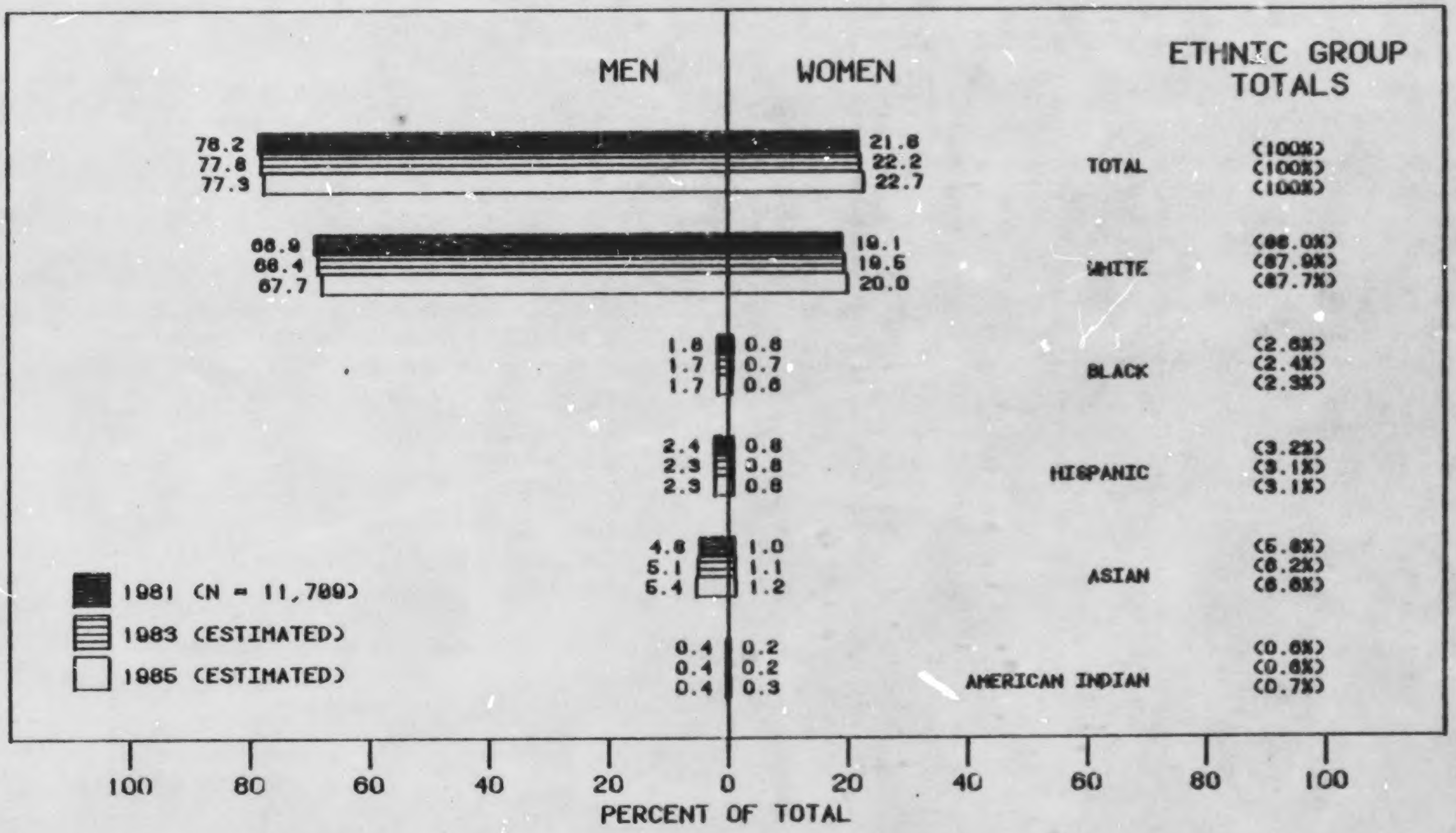
Given the data problems in the Executive/Administrative/Managerial and Professional Non-Faculty categories at the State University, projections were done for 1983 and 1985 only for the full-time Faculty classification.

Full-Time Faculty

Figure 30 illustrates the projections of the sex and ethnic composition of the State University's full-time Faculty category for 1983 and 1985 based on 1977-1981 data. If trends of the past four years hold constant, relatively little change will occur in the representation of women and minorities on the full-time faculty. Men will still predominate, although they are projected to drop from 78.2 percent to 77.3 percent of the faculty by 1985. Women are projected to increase their share of faculty positions by only 0.9 percentage point over the next four years. White, Asian, and American Indian women will show slight increases in their proportions on the full-time faculty; Black women will decrease and Hispanic women are projected to hold steady. White, Black, and Hispanic men are all projected to decrease their percentages of the Faculty category, with American Indian men holding steady and Asian men increasing their proportion of full-time faculty positions.

It seems apparent that if the State University wishes to change the sex and ethnic composition of its faculty by more significant amounts over the next four years, it may need to reexamine its faculty recruitment and hiring programs to determine which have been effective over the past four years in increasing the representation of women and minorities in the various faculty ranks.

FIGURE 30 Full-Time Faculty by Gender and Ethnicity as a Percent of Total Full-Time Faculty, California State University, Fall 1981, Projections for 1983 and 1985



Source: California Postsecondary Education Commission

CHAPTER THREE

THE CALIFORNIA COMMUNITY COLLEGES

CLASSIFICATION/OCCUPATIONAL ACTIVITY

This section of Chapter Three examines both full- and part-time staff of the California Community Colleges in terms of classification and occupational activity. Data were received from 69 of the 70 districts; Marin Community College District was not included due to data problems that could not be resolved. Data from the Chancellor's Office of the California Community Colleges are also included. This section answers a series of questions:

- What was the representation of women and minorities in the work force of the California Community Colleges in 1981?
- How well was women and minorities represented in the top three occupational categories and how had that representation changed over the four-year period since 1977?
- What were the differences among minority groups, and between men and women within these minority groups, in terms of representation in the top three occupational categories in the Community Colleges?
- How did the representation of women and minorities in the Community Colleges' administration and faculty in 1981 compare to that in the student body?

In 1981, the California Community Colleges had 35,983 full-time employees, a decrease of 389 persons since 1977. Of the full-time staff in 1981, more than half were men (54.6%), although this was a decrease from 56.3 percent in 1977. Women of every ethnic group were most likely to be employed in the Secretarial/Clerical classification in 1981, as they were in 1979 and 1977. Men were most likely to be employed as faculty in the Community Colleges in 1981, as they were in 1977 and 1979, although this varied by race. White, Asian, and American Indian men were most likely to be found in the Faculty classification in 1981, while Black and Hispanic men were most likely to be employed in the Service/Maintenance classification. (See Table 7 for the precise numbers and percentages of men and women by ethnic group in the seven occupational categories at the Community Colleges in 1981.)

TABLE 7 *Full-Time Staff by Occupational Activity, California Community Colleges, 1981, from Higher Education Staff Information (EEO-6) Survey*

ACTIVITY	GRAND TOTAL	MALE						FEMALE					
		TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE
EXEC/ADMIN/MANAGERIAL......	2,545	1,876	1,501	148	159	52	16	669	507	84	39	32	7
PERCENT.......	100.0	73.7	59.0	5.6	6.3	2.1	0.6	26.3	20.1	3.1	1.6	1.3	0.3
FACULTY....................	16,167	10,691	9,[illegible]3	415	556	259	68	5,476	4,486	408	298	256	28
PERCENT..................	100.0	66.1	58.1	2.6	3.4	1.6	0.4	33.9	27.7	2.5	1.8	1.6	0.2
PROFESSIONAL/NON-FACULTY...	1,210	608	434	42	66	64	2	602	436	49	47	69	1
PERCENT..................	100.0	50.2	35.9	3.5	5.5	5.3	0.2	49.8	36.0	4.0	3.9	5.7	0.1
SECRETARIAL/CLERICAL.......	7,416	497	256	104	68	62	7	6,919	5,030	657	734	453	45
PERCENT..................	100.0	6.7	3.5	1.4	0.9	0.8	0.1	93.3	68.0	8.7	9.9	6.1	0.6
TECHNICAL/PARAPROFESIONAL..	2,819	1,292	964	106	145	66	11	1,527	1,190	88	147	91	11
PERCENT..................	100.0	45.5	34.2	3.5	5.1	2.3	0.4	54.5	42.5	3.1	5.3	3.3	0.4
SKILLED CRAFTS.............	863	796	609	50	97	30	10	67	59	5	3	-	-
PERCENT..................	100.0	92.1	70.7	5.5	11.3	3.5	1.2	7.9	6.9	0.6	0.4	-	-
SERVICE/MAINTENANCE........	4,[illegible]85	3,648	1,936	764	694	220	34	937	606	201	98	20	12
PERCENT..................	100.0	79.5	42.3	16.7	15.1	4.7	0.7	20.5	13.3	4.4	2.1	0.4	0.3
TOTAL......................	35,605	19,408	15,093	1,629	1,785	753	148	16,197	12,314	1,492	1,366	921	104
PERCENT..................	100.0	54.5	42.4	4.5	5.0	2.1	0.4	45.5	34.7	4.1	3.8	2.6	0.3

Source: California Postsecondary Education Commission

Full-Time Executive/Administrative/Managerial Staff

Figure 31 illustrates the changes in percentages of men and women of each ethnic group in the full-time Executive/Administrative/Managerial staff of the Community Colleges over the four-year period from 1977 to 1981. The total number of staff in this classification increased by 161 persons over the four-year period.

While the Executive/Administrative/Managerial staff was still predominantly white (78.9%) and male (73.7%), it was less so than it was in 1977. In fact, women increased their proportion of the administrative staff by 6.6 percentage points over the four-year period, with women in every ethnic group increasing their percentages. Hispanic women tripled their percentage, from 0.5 percent in 1977 to 1.5 percent in 1981. Hispanic men also showed a considerable increase, moving from 4.8 percent to 6.2 percent. Black and Asian men also increased their percentages, while both white and American Indian men decreased theirs.

Overall, Blacks were the best represented minority group in the Executive/Administrative/Managerial classification at the Community Colleges in 1981 (at 9.1%), followed by Hispanics (7.7%). In every ethnic group, however, men held a considerably greater proportion of the administrative staff positions than did women.

(As only 42 persons were employed part time in 1981 as Executive/Administrative/Managerial staff, no analysis of the sex and ethnic composition of this part-time staff was done.)

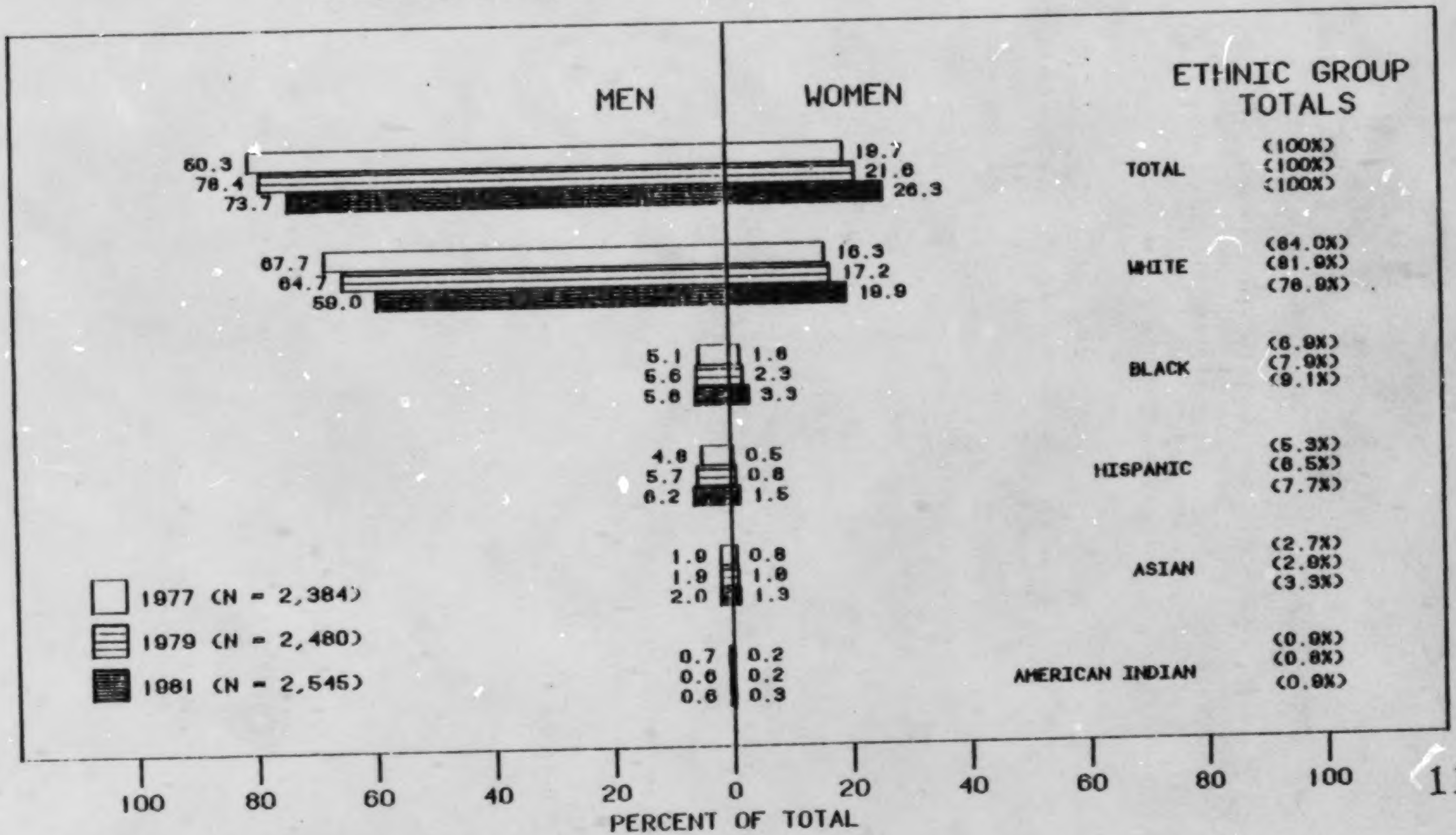
Full-Time Faculty

Figure 32 shows the changes in representation of men and women by ethnic group in the full-time Faculty classification at the Community Colleges from 1977 to 1981. This category decreased by 754 persons over the four-year period.

While this classification was also predominantly white (85.8%) and male (66.0%) in 1981, it was less so than in 1977. Women increased their representation on the full-time faculty by 1.3 percentage points over the four-year period, with women in every ethnic group showing slight increases. Men in all minority groups also showed slight increases, while white males decreased their proportion by 1.9 percentage points.

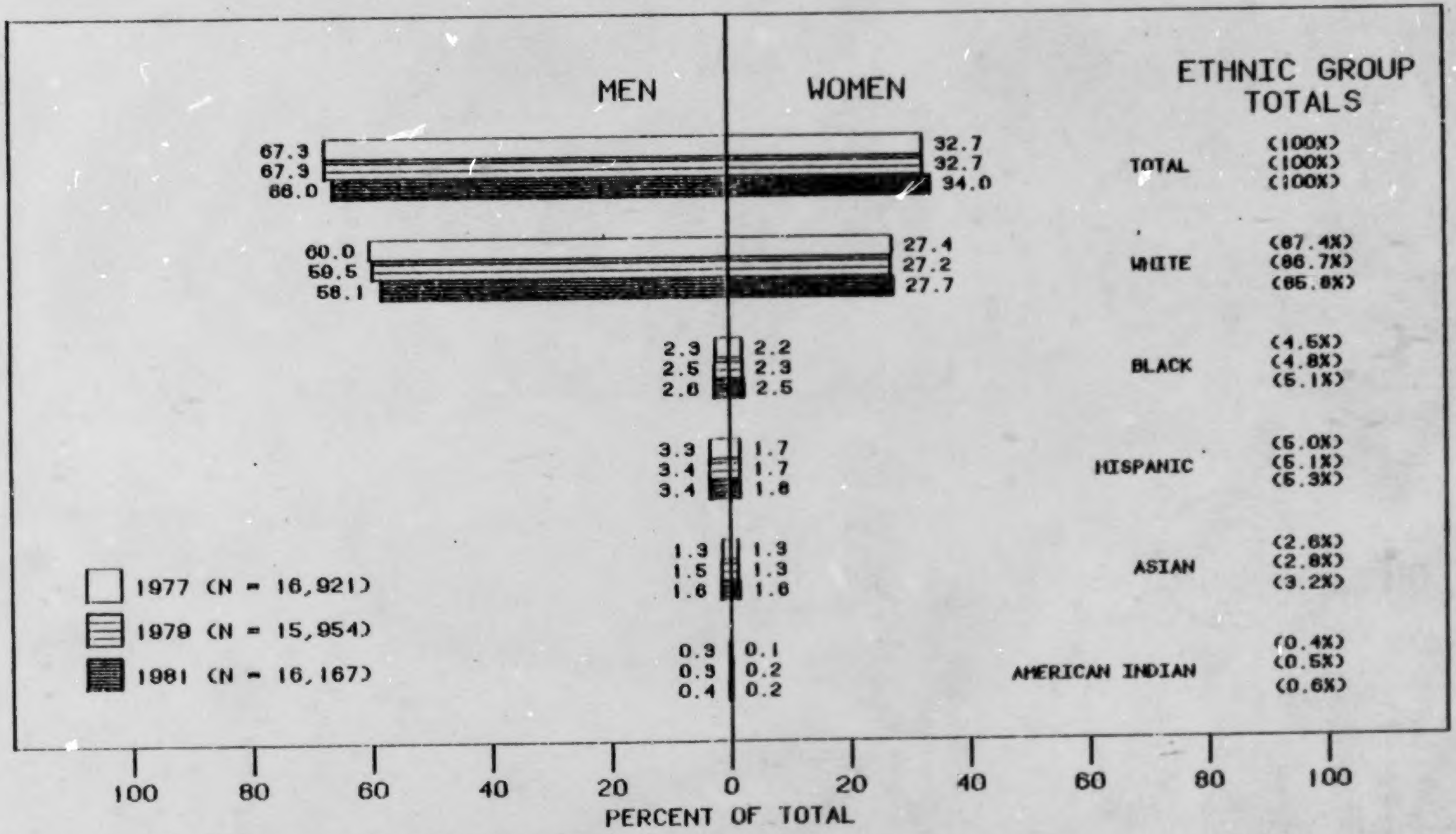
Hispanics were the best represented minority group in the full-time faculty in 1981, with 5.3 percent of the category.

FIGURE 31 Full-Time Executive/Administrative/Managerial Staff by Gender and Ethnicity as a Percent of Total Full-Time Executive/Administrative/Managerial Staff, California Community Colleges, Fall 1977, 1979, and 1981



Source: California Postsecondary Education Commission

FIGURE 32 Full-Time Faculty by Gender and Ethnicity as a Percent of Total Full-Time Faculty, California Community Colleges, Fall 1977, 1979, and 1981



Source: California Postsecondary Education Commission

Part-Time Faculty

Figure 33 indicates the percentages of women and minorities in the part-time Faculty classification over the four-year period. In 1981, 28,142 part-time faculty were employed in the Community Colleges, compared to 16,167 full-time faculty.

Men also held the majority of positions in this category, although women were somewhat better represented as part-time than full-time faculty. Over the four-year period, women increased their proportion of the part-time faculty by 3.8 percentage points. Only white and Asian women increased their proportions of the part-time faculty; Black women decreased theirs; and Hispanic and American Indian women held steady. Men overall decreased their percentages of the part-time faculty between 1977 and 1981, with white, Black, and Hispanic men all decreasing but Asian and American Indian holding stable over the four-year period.

Overall, Hispanics were the best represented minority group on the part-time faculty in 1981. Blacks had been the best represented group in 1977.

Full-Time Professional Non-Faculty

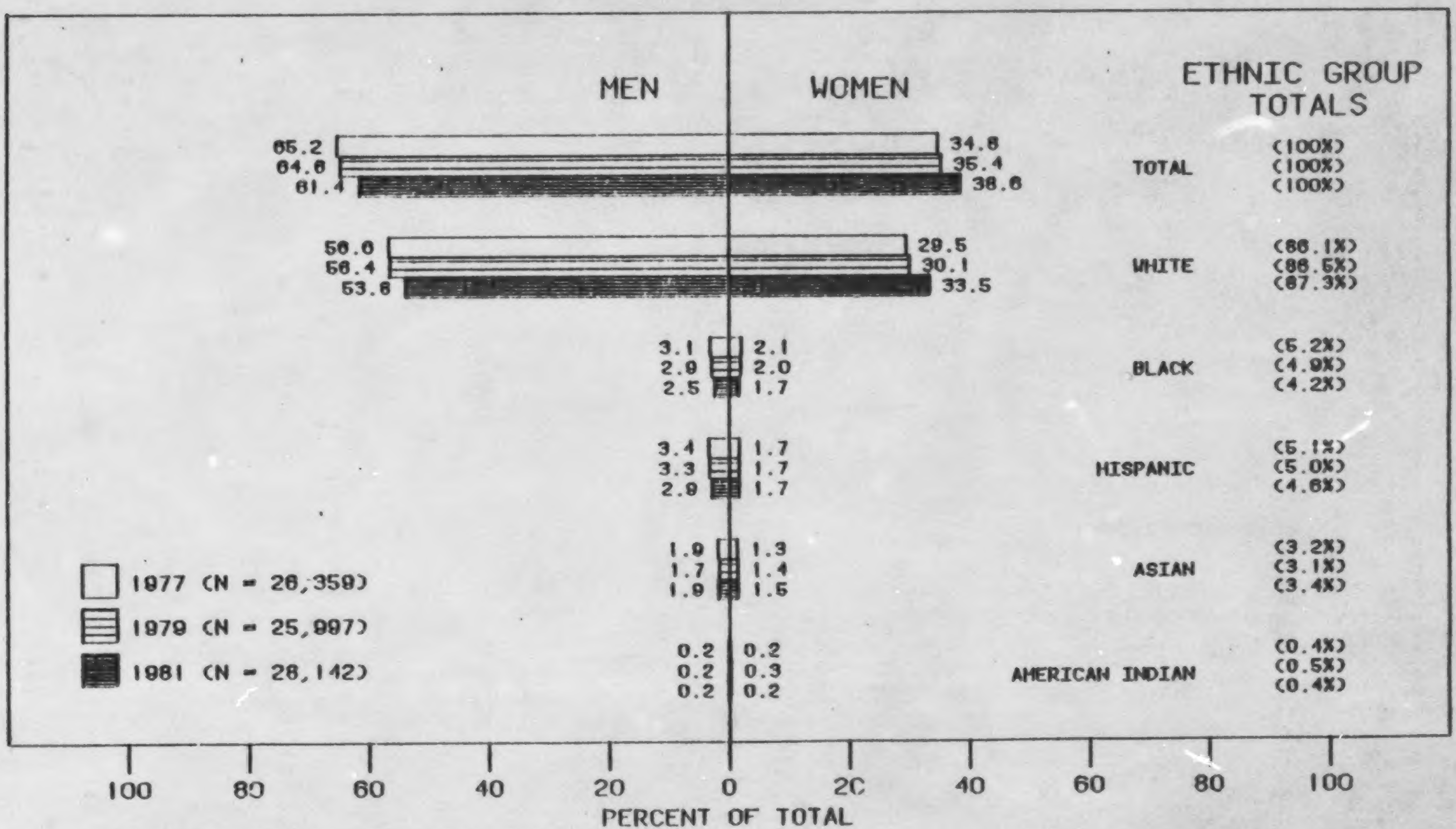
Figure 34 displays the changes in the sex and ethnic composition of the Community Colleges' full-time Professional Non-Faculty staff from 1977 to 1981. This category increased by 42 people over the four-year period.

Men and women held almost equal shares of the positions in this classification in 1981 (50.2% and 49.8%, respectively), with women increasing their proportion by 6.1 percentage points over the four-year period. Women of almost all ethnic groups increased their percentages in this classification; Black women, however, decreased their percentage by 0.1 percentage point. White, Black, and Hispanic men all decreased their proportions over the four-year period, while Asian and American Indian men increased theirs.

Overall, Asians were the best represented minority group in this category in 1981 at 11 percent, followed by Hispanics at 9.4 percent.

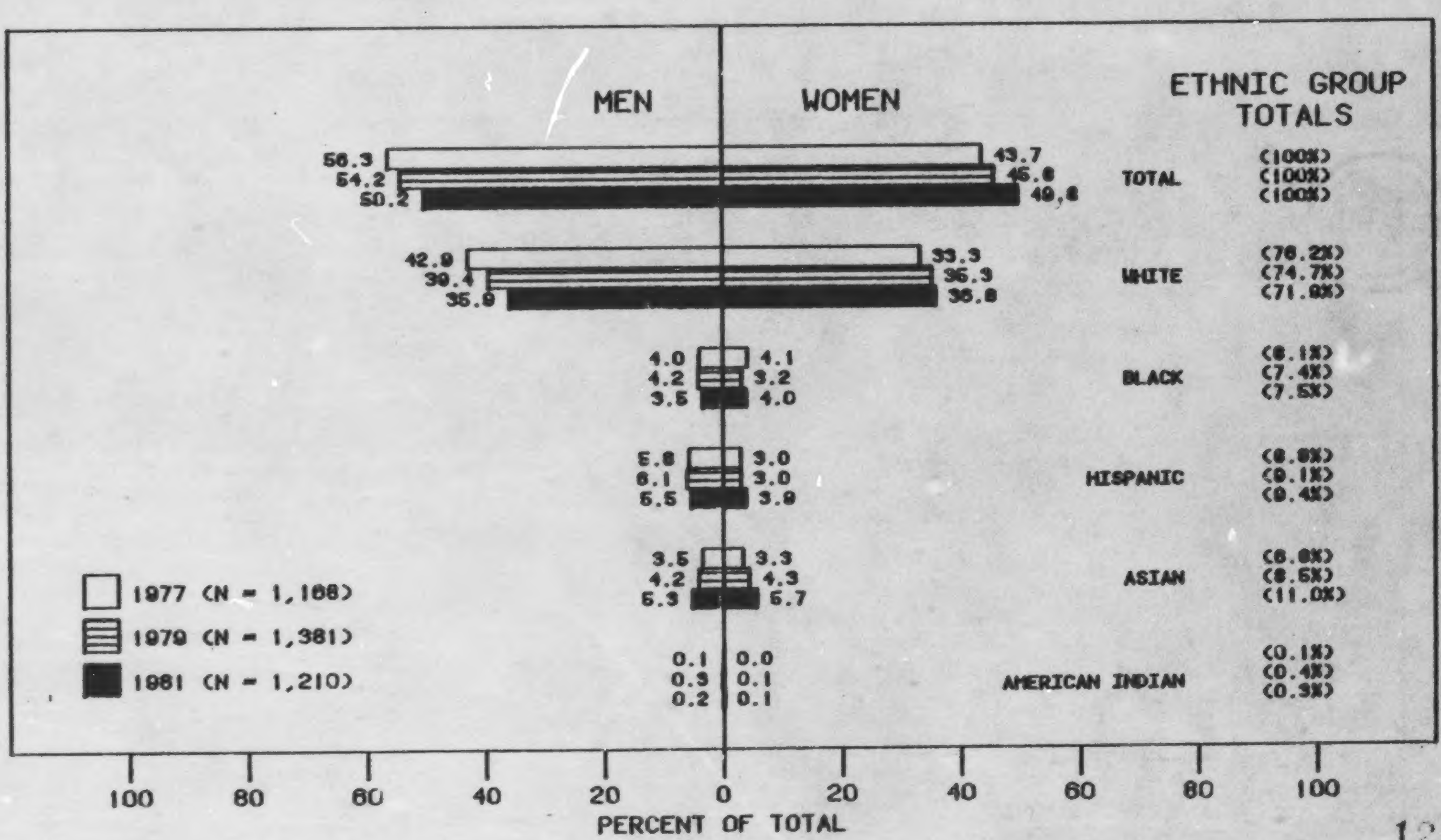
(As the Community Colleges employed only 126 part-time Professional Non-Faculty employees in 1981, no analysis is included of their sex and ethnic composition.)

FIGURE 33 Part-Time Faculty by Gender and Ethnicity as a Percent of Total Part-Time Faculty, California Community Colleges, Fall 1977, 1979, and 1981



Source: California Postsecondary Education Commission

FIGURE 34 *Full-Time Professional Non-Faculty Staff by Gender and Ethnicity as a Percent of Total Full-Time Professional Non-Faculty Staff, California Community Colleges, Fall 1977, 1979, and 1981*



Source: California Postsecondary Education Commission

Comparisons Among Administrators, Faculty, and Students

In order to answer the question posed at the beginning of this chapter regarding the comparison of the sex and ethnic composition of the Community Colleges' administrative staff and faculty with that of their statewide student body, Commission staff used the Community Colleges' 1981 student ethnicity data, deleting the "non-resident aliens," "others," and "unknown" categories, in order to provide comparability with the faculty and staff data.

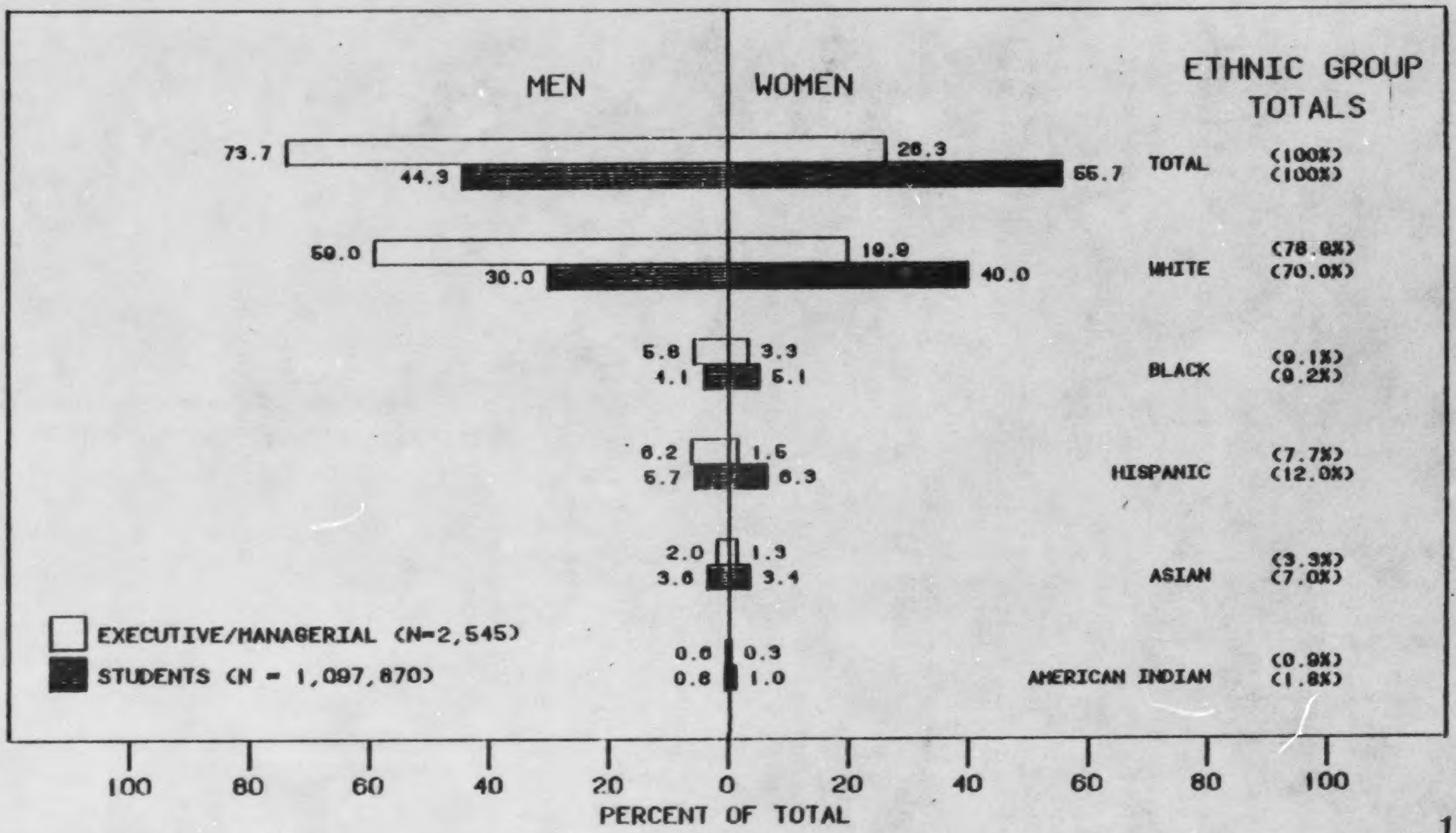
Figure 35 compares the sex and ethnic composition of the Executive/Administrative/Managerial staff category at the Community Colleges in 1981 to that of their statewide students. While women constituted 55.7 percent of the student body, they held only 26.3 percent of the administrative positions. This pattern held true for women of every ethnic group, with Hispanic women holding a particularly small share of administrative positions compared to their representation in the student body. Men, on the other hand, held a much higher proportion of administrative positions than their share of the student body, although this varied considerably by ethnic group. White, Black and Hispanic men all held higher percentages of administrative positions than their percentages in the student body; Asian and American Indian men held lower percentages of such positions compared to their proportions in the student body.

Figure 36 compares the sex and ethnic composition of the full-time faculty in 1981 to that of the student body. Women were better represented on the full-time faculty (at 33.9%) than in the administration (26.3%), but still held a considerably smaller share of faculty positions than their representation in the student body. Again, this pattern was consistent for women of all ethnic groups. It was also true for men of all minority groups, with only white males holding a greater proportion of full-time faculty positions (58.1%) than their percentage in the statewide student body (30%).

COMPENSATION

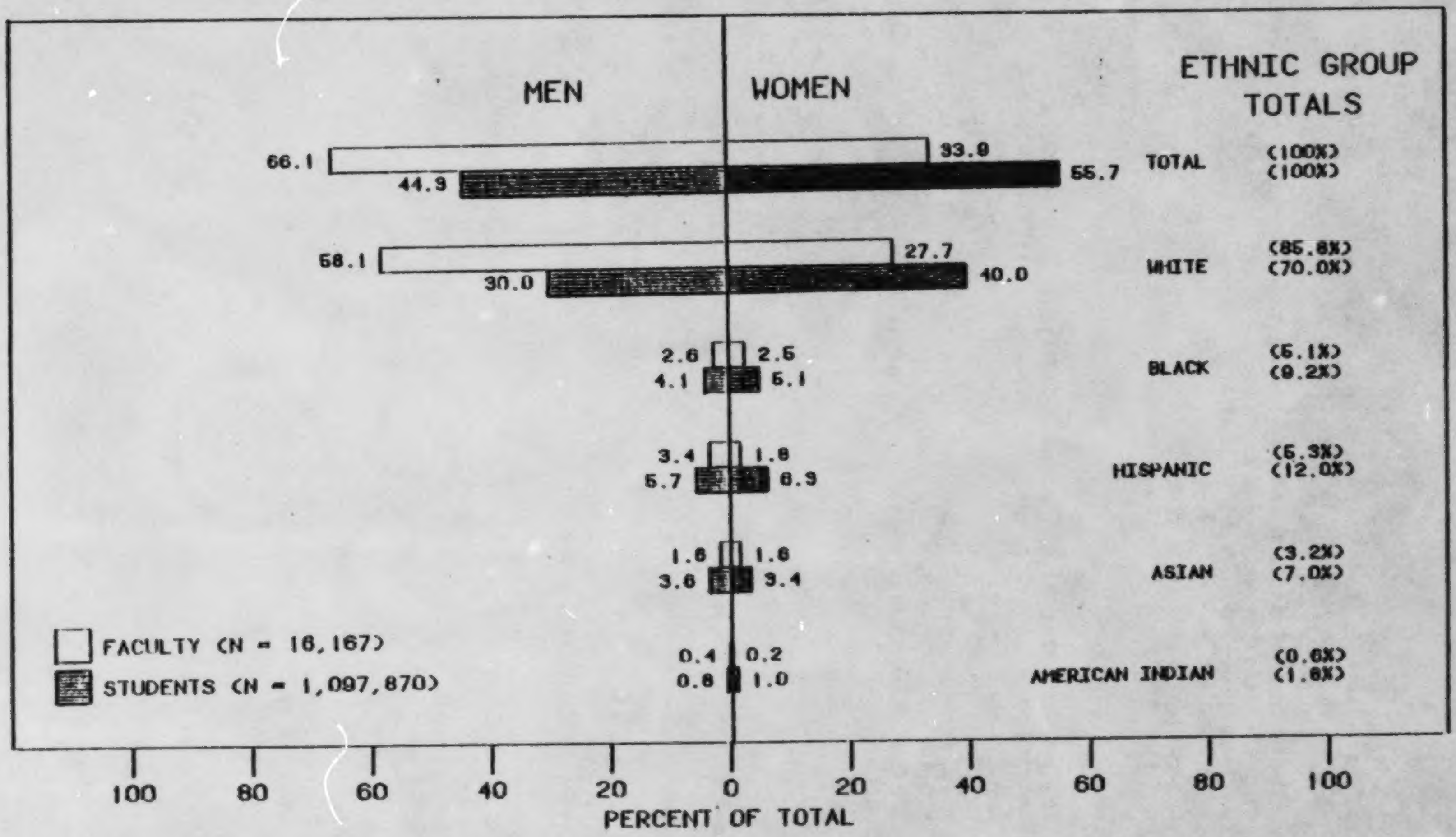
This section of Chapter Three examines the salary ranges of the full-time Community College staff in the top three occupational categories in 1981. As explained in the other chapters, this section is based on data from both the federal EEO-6 survey and from the Commission's salary supplement. However, since two districts (Marin and Contra Costa) could not provide data for the extended salary ranges on the Commission's salary supplement, their

FIGURE 35 Comparison of Students With Full-Time Executive/Administrative/Managerial Staff by Ethnicity and Gender, California Community Colleges, 1981



Source: California Postsecondary Education Commission

FIGURE 36 Comparison of Students With Full-Time Faculty by Ethnicity and Gender, California Community Colleges, 1981



Source: California Postsecondary Education Commission

data were deleted from the charts in this section in order to provide comparable data in all the salary ranges.

The charts in this section show the percentages of white males and females and minority males and females in each of six salary ranges, from "less than $30,000" to "$50,000 and above." The tables in Appendix H show the precise numbers of men and women in each ethnic group whose salaries were reported in each of twelve salary ranges from "below $7,500" to "$50,000 and above."

This section answers several major questions:

- In the top three occupational categories, what percentages of men and women in each ethnic group made less than $30,000 in 1981?

- What percentages of women and minorities had salaries above $30,000? What was the representation of women and minorities in the top salary range in each job classification, as compared to white males?

Full-Time Executive/Administrative/Managerial Staff

Figure 37 illustrates the sex and ethnic distribution of the California Community Colleges' full-time Executive/Administrative/Managerial staff in six salary ranges. (This display includes eleven-month contract employees only, since only 148 executive or administrative employees were paid on a nine-month contract basis.)

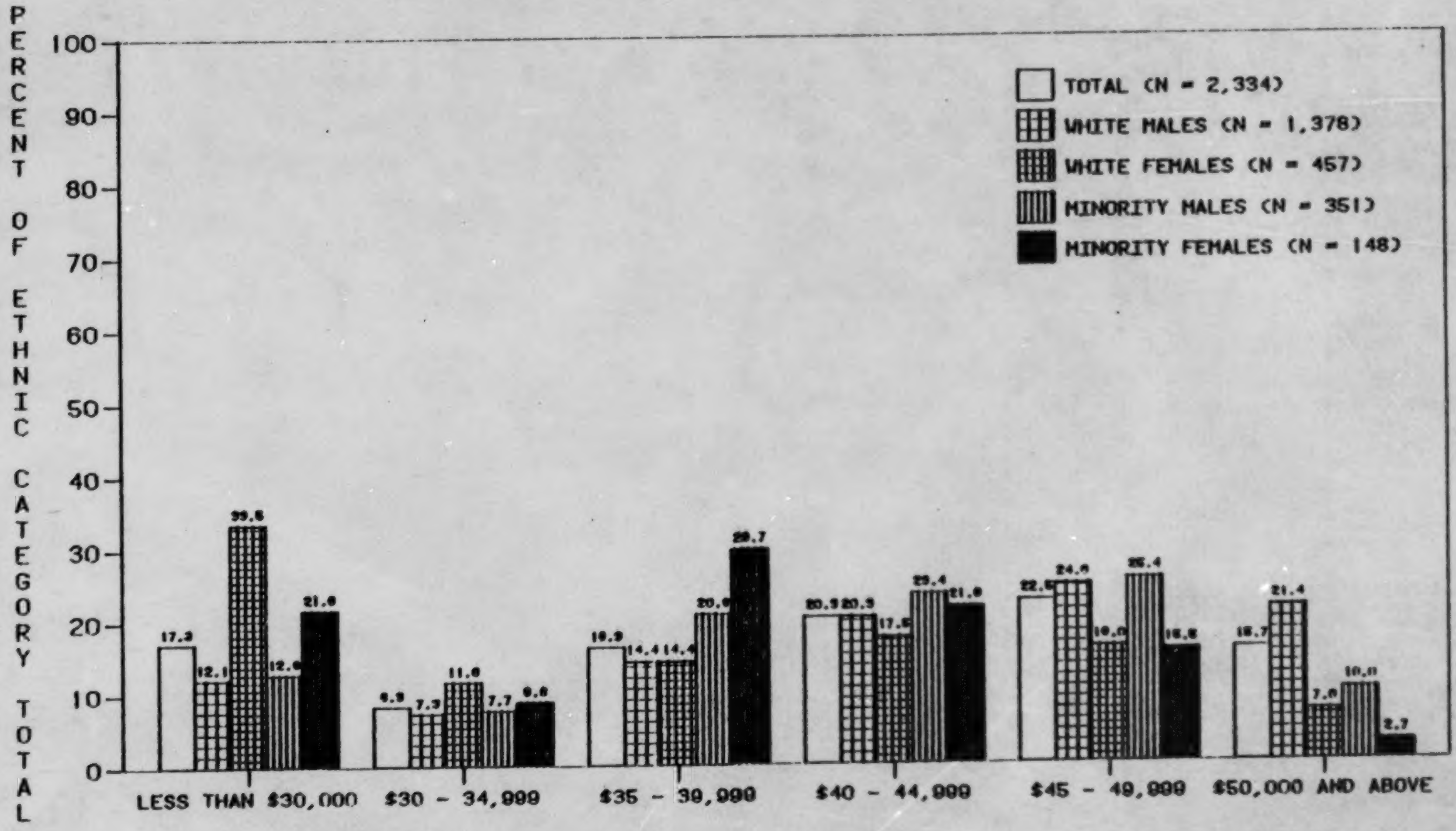
Of all the Executive/Administrative/Managerial staff, 17.0 percent made less than $30,000 in 1981. The percentage of both white and minority males in this salary range were relatively low and quite similar, at 12.1 percent and 12.8 percent, respectively. However, over a third of all white women (33.5%) made less than $30,000 in 1981. While over one-fifth of minority women (21.6%) were in this salary range, the largest single percentage of minority women (29.7%) was in the $35,000 - $39,999 range.

Interestingly, the highest single percentages of both white and minority male administrators were in the $45,000 - $49,999 range, with 24.6 percent for white men, and 25.4 percent for minority men. While white and minority women held only 7.0 percent and 2.7 percent, respectively, of the top salary range ($50,000 and above), minority males held 10.0 percent and white males 21.4 percent.

Full-Time, Nine-Month Contract Faculty

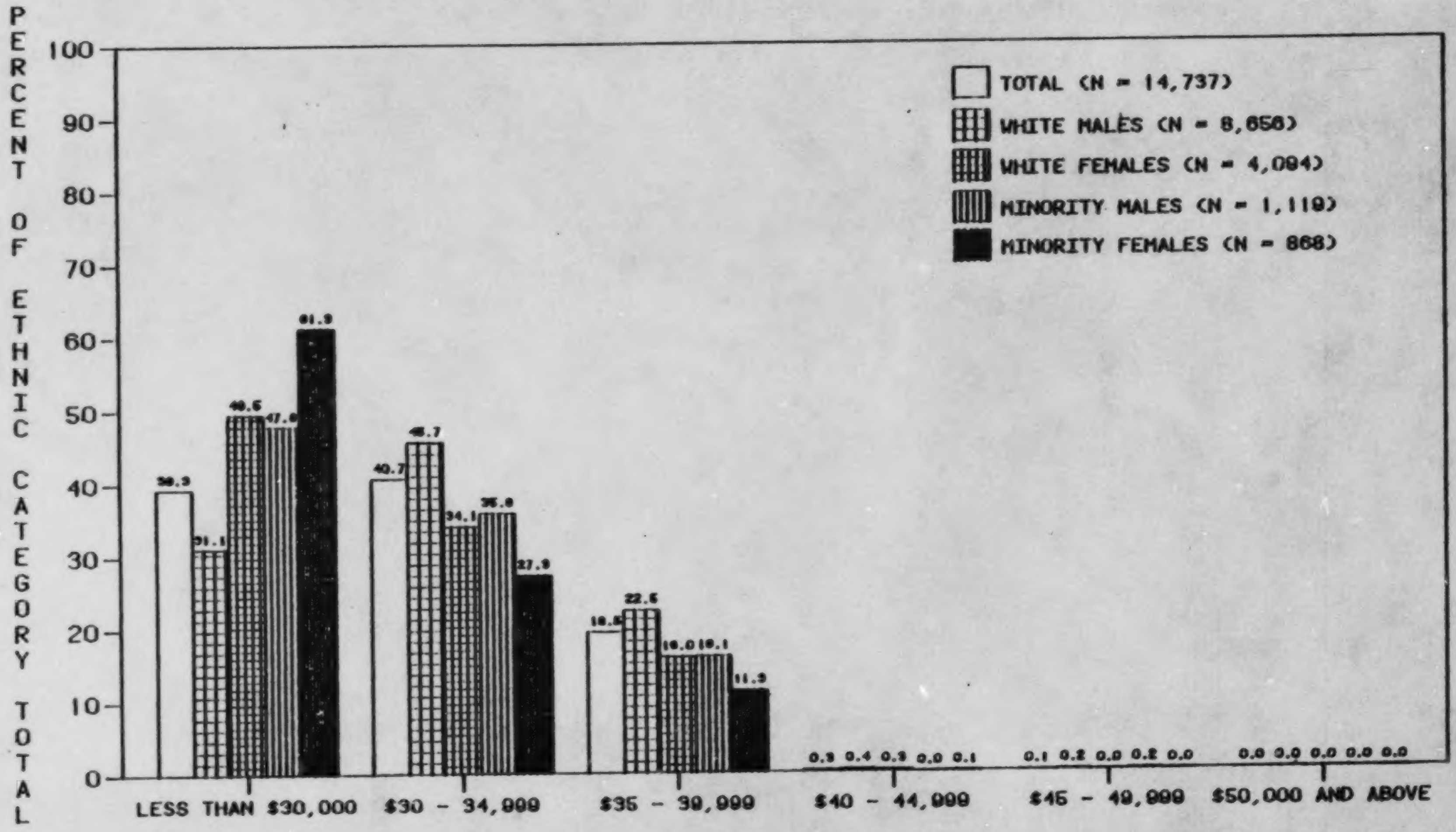
Figure 38 shows the distribution by sex and ethnicity of the nine-month contract faculty at the Community Colleges in the six salary

FIGURE 37 Distribution of Eleven-Month Contract Executive/Administrative/Managerial Employees Salary Range by Gender and Ethnicity, California Community Colleges, 1981



Source: California Postsecondary Education Commission

FIGURE 38 Distribution of Nine-Month Contract Faculty Salary Range by Gender and Ethnicity, California Community Colleges, 1981



Source: California Postsecondary Education Commission

ranges. (The great majority of full-time faculty in the Community Colleges are paid on a nine-month contract basis and appear in this display; the 749 eleven-month contract faculty are not shown.)

Of all the nine-month, full-time faculty, 39.3 percent made less than $30,000 in 1981. Almost half of all white women (49.5%) and minority men (47.8%), and almost two-thirds of minority women (61.3%) faculty made less than $30,000, while less than a third of all white males were in this range. The greatest percentage of white male faculty (45.7%) was in the $30,000 - $34,999 range. Very few of the nine-month faculty at the Community Colleges made salaries in excess of $40,000 in 1981.

Full-Time Professional Non-Faculty

Figure 39 illustrates the sex and ethnic distribution of the full-time Professional Non-Faculty employees at the Community Colleges among six salary ranges in 1981. (The majority of Professional Non-Faculty employees are paid on an eleven-month contract basis and are included in this display; the 289 nine-month staff in this category are not included.)

The vast majority (67.4%) of all the Professional Non-Faculty staff made less than $30,000 in 1981, although the men were not nearly as concentrated in this range as were the women. White males held the largest proportion of all the salary ranges above $35,000, and minority men held larger proportions of these ranges than either white or minority women.

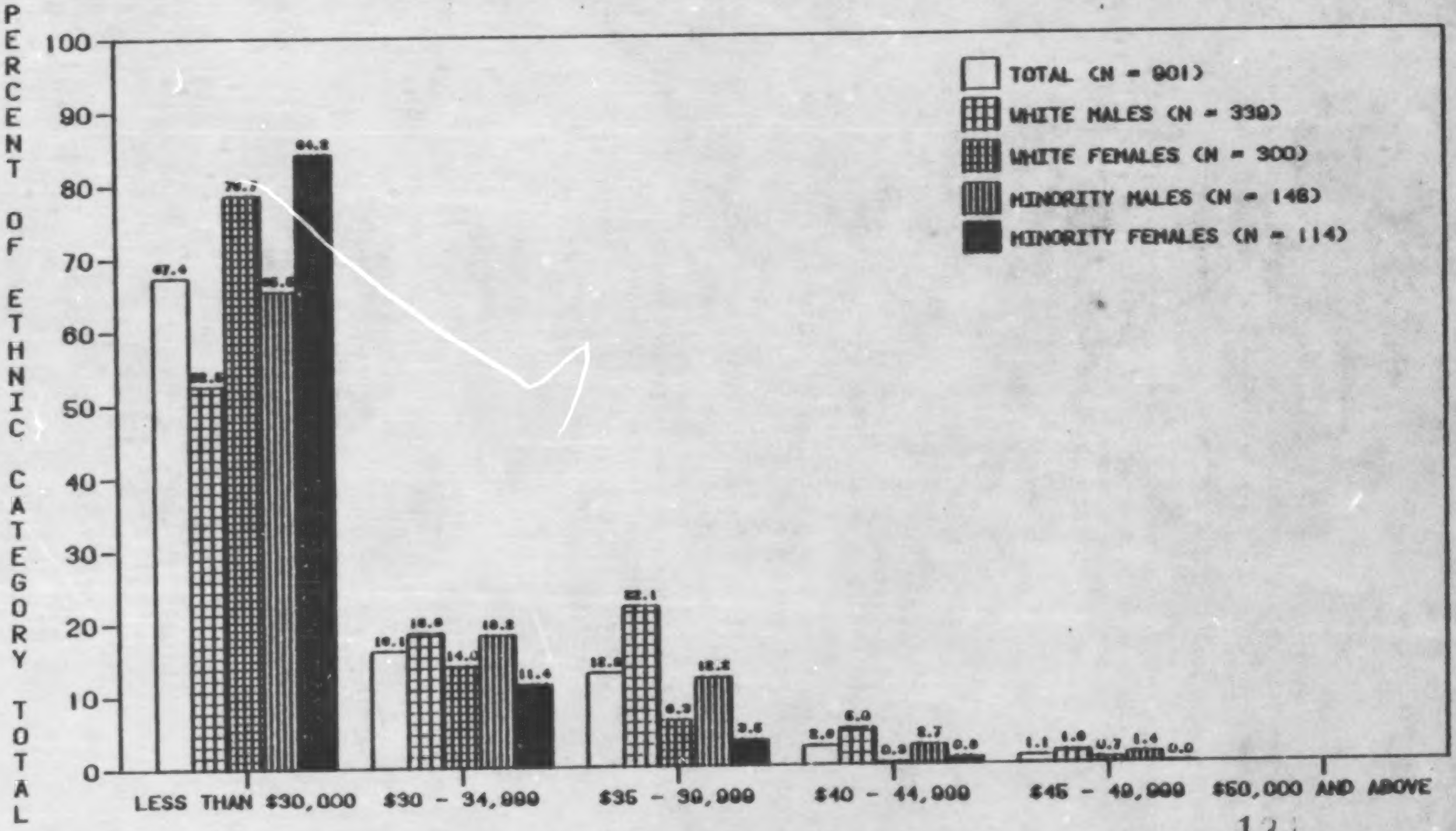
FULL-TIME FACULTY BY TENURE STATUS AND RANK

This section of Chapter Three examines the representation of women and minorities in three different full-time faculty categories at the Community Colleges: tenured, tenure-track, and "other" (ineligible for tenure) faculty. The sections answers several questions:

- What was the representation of women and minorities in the tenured faculty, in the tenure-track faculty, and in the "other" faculty? How had this representation changed over the four-year period? In which faculty category were women and minorities best represented?

- What were the differences in representation in each of the three categories among the different ethnic groups, and between men and women in each ethnic group?

FIGURE 39 Distribution of Eleven-Month Contract Professional Non-Faculty Employees Salary Range by Gender and Ethnicity, California Community Colleges, 1981



Source: California Postsecondary Education Commission

Tenured Faculty

Of the 16,167 full-time faculty at the Community Colleges in 1981, 89.2 percent were tenured. Figure 40 displays the changes in percentages of women and minorities in the tenured faculty over the four-year period from 1977 to 1981. Women held only 31.8 percent of these positions in 1981, and had increased their share by only 1.6 percentage points over the four-year period. Slight increases for women occurred in every ethnic group. Similarly, all minority group men showed small increases in their percentages of tenured faculty positions over the four-year period. Only white males decreased their proportion, from 62.8 percent in 1977 to 60.2 percent in 1981.

Overall, Hispanics were the best represented minority group in the Community Colleges' tenured faculty in 1981 at 5.1 percent, followed by Blacks at 4.9 percent.

Tenure-Track Faculty

Figure 41 illustrates the changes in sex and ethnic composition of the Community Colleges' tenure-track faculty over the four-year period. This category lost 481 people between 1977 and 1981, and accounted for 7.6 percent of the full-time faculty in 1981.

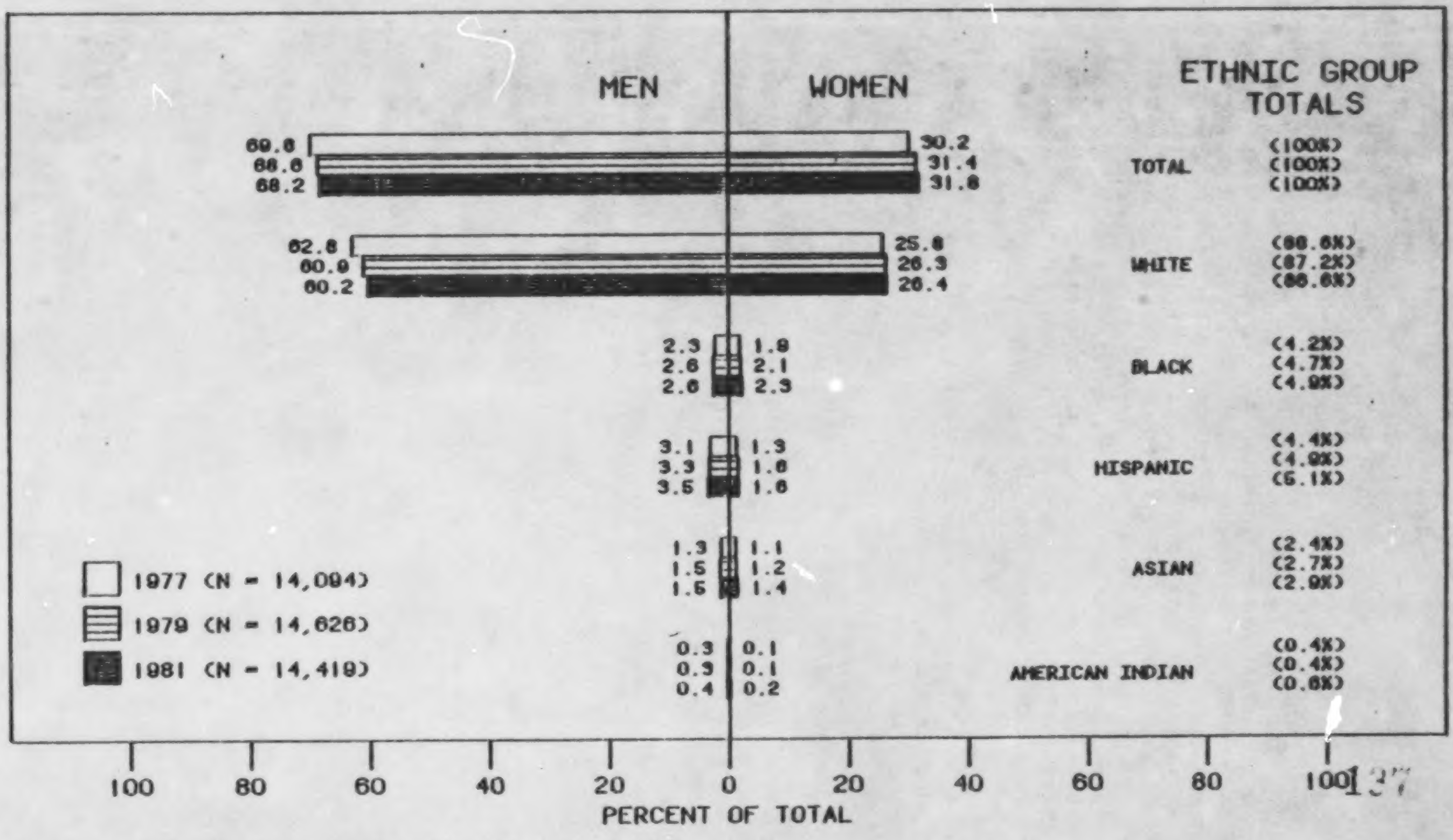
Women were considerably better represented in the tenure-track category in 1981 (49.6%) than in the tenured faculty and held an almost equal share of the positions compared to the men. Women's percentage held relatively stable over the four years, increasing by only 0.3 percentage point. White, Hispanic, and Asian women showed slight increases, but Black and American Indian women decreased their percentages of the tenure track faculty. Interestingly, Black, Hispanic, and Asian women all held larger proportions of this category in 1981 than did the men in those ethnic groups. White males increased their proportion of the category by 2.7 percentage points over the four years, while Black, Hispanic, and Asian men decreased theirs. American Indian men increased their percentage by 0.3 percentage point between 1977 and 1981.

Overall, Hispanics were the best represented minority group in the tenure-track category at the Community Colleges in 1981 (6.4%), as they were in the tenured category.

Other Faculty

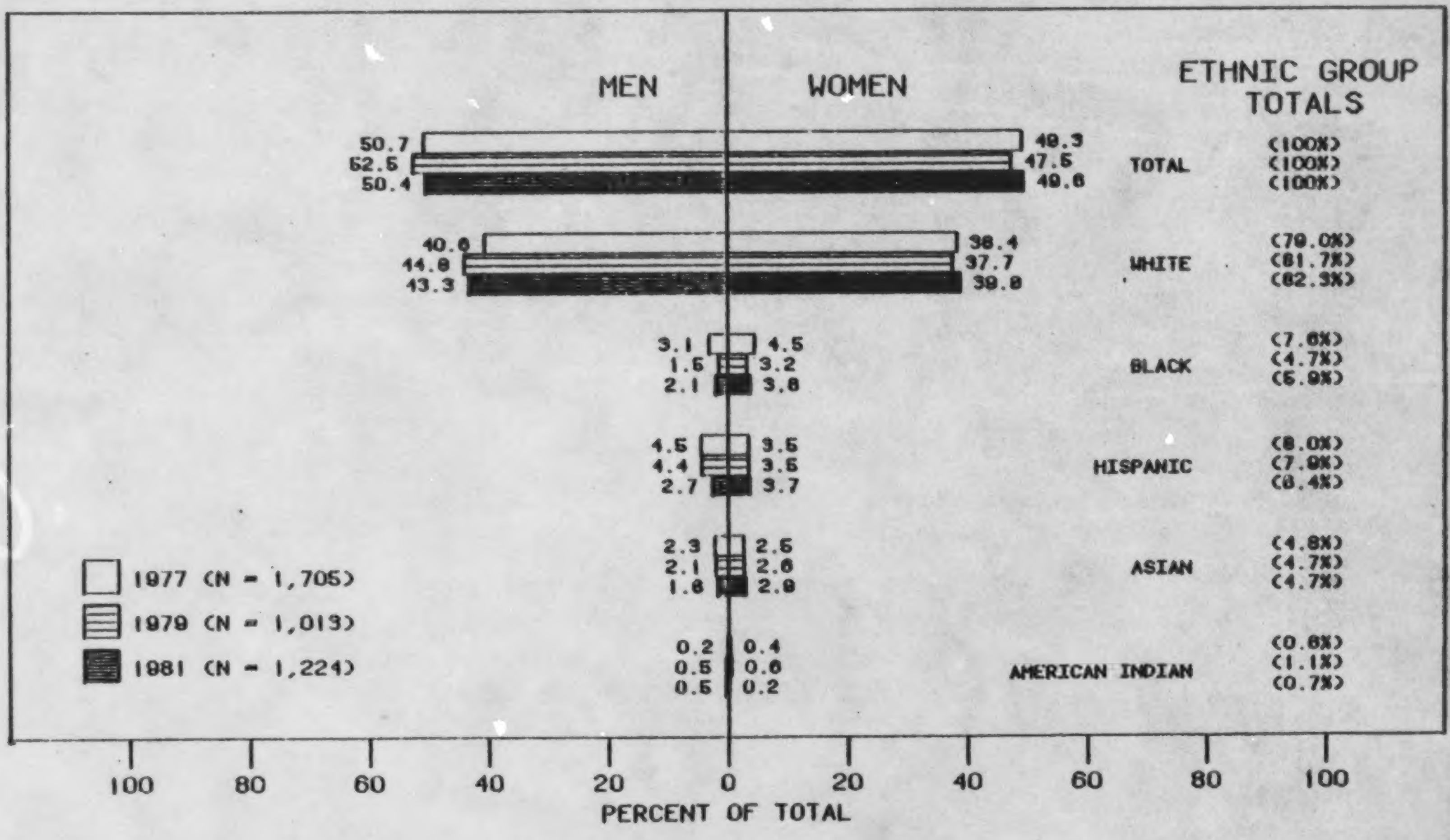
Figure 42 depicts the changes in the representation of women and minorities in the Community Colleges' "Other Faculty" category from

FIGURE 40 *Full-Time Tenured Faculty by Gender and Ethnicity as a Percent of Total Full-Time Tenured Faculty, California Community Colleges, Fall 1977, 1979, and 1981*



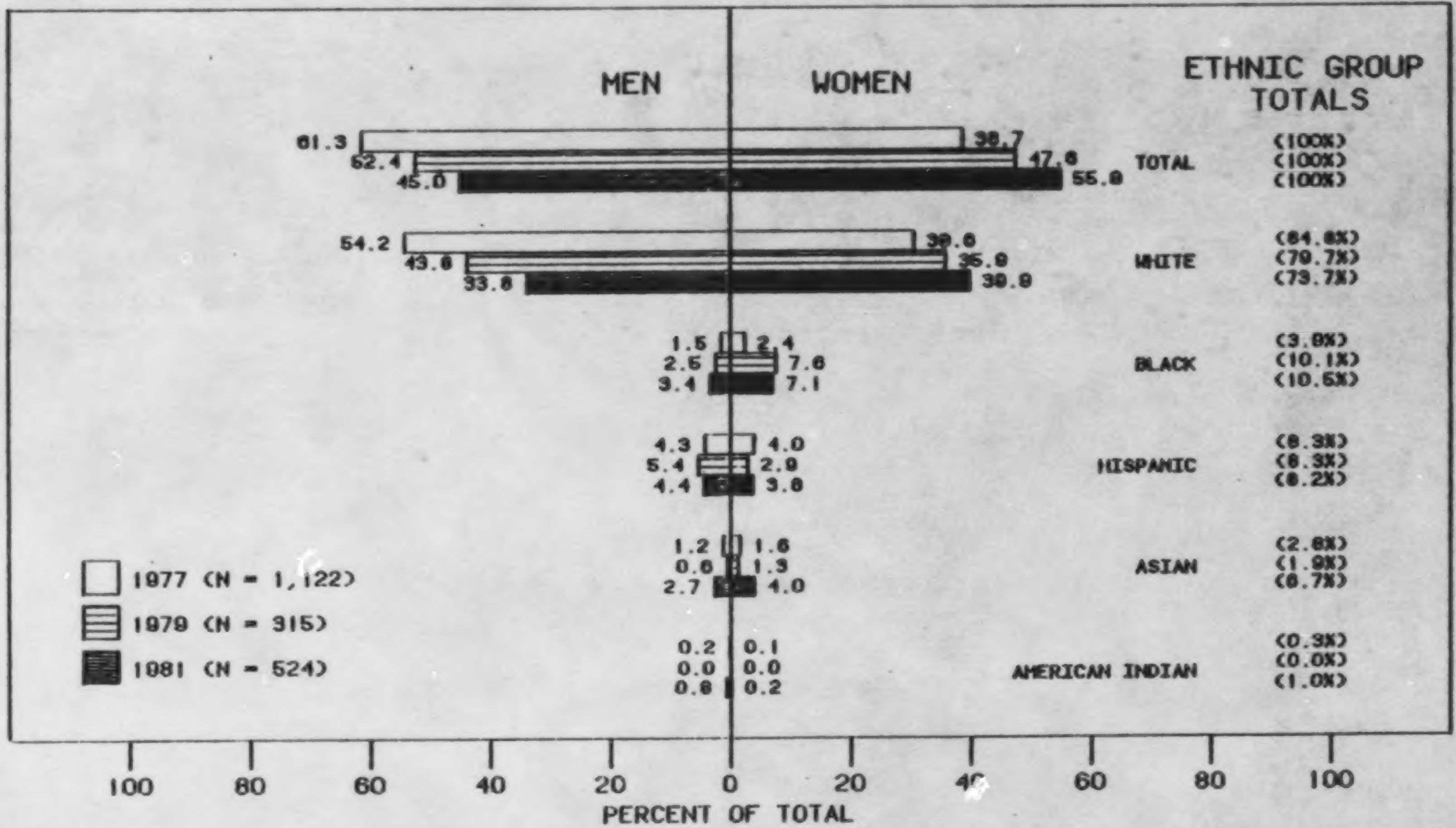
Source: California Postsecondary Education Commission

FIGURE 41 *Full-Time Tenure-Track Faculty by Gender and Ethnicity as a Percent of Total Full-Time Tenure-Track Faculty, California Community Colleges, Fall 1977, 1979, and 1981*



Source: California Postsecondary Education Commission

FIGURE 42 *Other Full-Time Faculty by Gender and Ethnicity as a Percent of Total Other Full-Time Faculty, California Community Colleges, Fall 1977, 1979, and 1981*



Source: California Postsecondary Education Commission

1977 to 1981. These faculty are often hired on full-time but short-term contracts and are not eligible for tenure; they accounted for 3.2 percent of the full-time faculty in 1981. (The figures on this chart may be suggestive at best, given the sharp decline in the number of persons in this category from 1,122 in 1977 to 315 in 1979 with the slight increase to 524 in 1981. Comparisons between 1979 and 1981 figures are probably more accurate than those involving 1977.)

Women held 55.0 percent of the positions in this category in 1981, an increase of 7.4 percentage points since 1979. Women of almost all ethnic groups increased their percentages from 1979 to 1981; Black women, however, decreased by 0.5 percentage points. White, Black, and Asian women all held a larger share of positions in this category than did the men in their ethnic groups. White males decreased their proportion of the other faculty category by a full 10 percentage points, and Hispanic men also decreased. Black, Asian, and American Indian men all showed increases from 1979 to 1981.

Overall, Blacks were the best represented minority group in the "other faculty" category in 1981 at 10.5 percent, a slight increase from 10.1 percent in 1979.

Summary

In looking across the three faculty categories (Figures 40, 41, and 42), women of almost all ethnic groups are better represented in the "other faculty" category than in either the tenured or tenure-track categories. American Indian women show the same percentage in all three categories (0.2%). Among men, white males are best represented in the tenured faculty category. Minority men, however, are best represented in the "other faculty" category, rather than in the tenured or tenure-track classifications.

NEW HIRES, PROMOTIONS, AND SEPARATIONS

This section of Chapter Three examines the percentages of new hires, promotions, and separations for women and minorities in the top three occupational categories in the Community Colleges for the four-year period from 1977 to 1981, and the resulting net changes in their representation. This section answers a series of questions:

- Were women and minorities hired at or above their representation in each category's 1977 and 1979 populations? How did the percentages of new hires differ among ethnic groups, and between men and women within those ethnic groups?

- Were women and minorities promoted at or above their percentage in each category's 1977 and 1979 populations? Did the percentages of promotions differ markedly among ethnic groups? Between men and women within the ethnic groups?
- Were women and minorities separated at or above their representation in each category's 1977 and 1979 populations? Did the percentages of separations differ among minority groups and between men and women in those groups?
- Overall, what was the net change over the four-year period in the representation of women and minorities in the top three occupational classifications at the Community Colleges?

Executive/Administrative/Managerial Staff

Table 8 shows the percentages of new hires, promotions, and separations from 1977 to 1979 and from 1979 to 1981, with the net percentage point changes for each of the two-year periods and the final net change for the entire four-year period, for men and women of each ethnic group in the Executive/Administrative/Managerial and the Professional Non-Faculty categories.

In the Executive/Administrative/Managerial category, white women received higher percentages of new hires and promotions in both two-year periods than their percentages of this category in 1977 and 1979, for an overall net increase of 3.6 percentage points over the four-year period.

Black men received higher percentages of new hires and promotions between 1977 and 1979 than their 1977 percentage of the Executive category, resulting in an increase of 0.7 percentage point. Black women did better in terms of percentages of new hires and promotions between 1979 and 1981 than in the previous two-year period, with a resultant increase of 1.5 percentage points over the four years.

Hispanic men also did better in terms of new hires and promotions between 1979 and 1981, although they had a fairly high percentage of separations during that period, for an overall net increase of 1.4 percentage points. A similar situation occurred with Hispanic women, for a net increase of 1.0 percentage points over the four-year period.

Asian men also showed higher percentages of new hires and promotions between 1979 and 1981; their net increase was 0.1 percentage point.

TABLE 8 *Percent of Full-Time Executive and Professional Non-Faculty Staff by Sex and Ethnicity Among New Hires, Promotions, and Separations, California Community Colleges, Fall 1977 Through Fall 1981*

	1977-1979						1979-1981					1977-81
OCCUPATIONAL ACTIVITY	1977 % OF CATEGORY	% NEW HIRES	% PROMOTIONS	% SEPARATIONS	1979 % OF CATEGORY	% 1977-79 CHANGE	% NEW HIRES	% PROMOTION	% SEPARATION	1981 % OF CATEGORY	% 1979-81 CHANGE	% 1977-81 CHANGE
EXECUTIVE:												
WHITE MALE	67.7	56.3	49.7	65.5	64.7	-3.0	50.8	42.6	67.9	59.0	-5.7	-8.7
WHITE FEMALE	16.3	21.9	29.9	19.8	17.2	+0.9	21.0	22.6	14.3	19.9	+2.7	+3.6
BLACK MALE	5.1	6.0	6.2	2.4	5.6	+0.5	3.9	9.9	4.9	5.8	+0.2	+0.7
BLACK FEMALE	1.8	3.6	3.0	2.1	2.3	+0.5	6.1	4.1	2.6	3.3	+1.0	+1.5
HISPANIC MALE	4.8	5.0	5.4	5.5	5.7	+0.9	10.5	9.9	7.1	6.2	+0.5	+1.4
HISPANIC FEMALE	0.5	1.3	1.4	1.2	0.8	+0.3	2.2	3.5	1.3	1.5	+0.7	+1.0
ASIAN MALE	1.9	2.6	1.6	1.2	1.9	-	3.3	3.5	1.6	2.0	+0.1	+0.1
ASIAN FEMALE	0.8	2.3	1.9	1.2	1.0	+0.2	2.2	3.2	-	1.3	+0.3	+0.5
INDIAN MALE	0.7	0.7	0.8	0.3	0.6	-0.1	-	0.6	0.3	0.6	-	-0.1
INDIAN FEMALE	0.2	0.3	-	0.6	0.2	-	-	0.3	-	0.3	+0.1	+0.1
PROFESSIONAL NON-FACULTY:												
WHITE MALE	42.9	35.8	34.9	45.4	39.4	-3.5	29.9	11.4	38.7	35.9	-3.5	-7.0
WHITE FEMALE	33.3	41.2	45.9	38.2	35.3	+2.0	34.0	43.9	31.9	36.0	+0.7	+2.7
BLACK MALE	4.0	3.9	3.4	1.6	4.2	+0.2	4.9	3.1	5.5	3.5	-0.7	-0.5
BLACK FEMALE	4.1	2.7	1.4	-	3.2	-0.9	4.9	16.3	3.8	4.0	+0.8	-0.1
HISPANIC MALE	5.8	4.8	4.1	4.9	6.1	+0.3	6.1	2.7	6.3	5.5	-0.6	-0.3
HISPANIC FEMALE	3.0	3.6	4.8	2.6	3.0	-	5.7	9.4	4.6	3.9	+0.9	+0.9
ASIAN MALE	3.5	4.2	3.4	3.0	4.2	+0.7	5.7	2.9	2.1	5.3	+1.1	+1.8
ASIAN FEMALE	3.3	1.2	2.1	3.3	4.3	+1.0	8.6	9.8	6.3	5.7	+1.4	+2.4
INDIAN MALE	0.1	1.2	-	0.3	0.3	+0.2	-	0.2	0.8	0.2	-0.1	+0.1
INDIAN FEMALE	-	1.2	-	0.7	0.1	+0.1	-	0.4	-	0.1	-	+0.1

Source: California Postsecondary Education Commission

Asian women had higher percentages of new hires and promotions in both two-year periods than their percentages of the Executive category in 1977 and 1979, resulting in a net increase of 0.5 percentage point.

American Indian men received no new hires between 1979 and 1981, for an overall drop of 0.1 percentage point. While American Indian women received no promotions at the Community Colleges between 1977 and 1979, and no new hires between 1979 and 1981, their representation in the administrative ranks still increased by 0.1 percentage point over the four years.

Professional Non-Faculty

In the Professional Non-Faculty staff classification, white women received higher percentages of new hires and promotions in the first two-year period than their 1977 percentage of this category, and a higher percentage of promotions from 1979 to 1981 than their 1979 percentage of the category, for an overall increase of 2.7 percentage points.

Black men received a higher percentage of both new hires and separations between 1979 and 1981 than their 1979 percentage of the category, for an overall drop of 0.5 percentage point. Black women received a high percentage of promotions between 1979 and 1981 compared to their 1979 percentage of the category, which partially made up for a net decrease of 0.9 percentage point between 1977 and 1979, although they still showed an overall net decrease of 0.1 percentage point over the four years.

Hispanic men received the same or lower percentages of new hires and promotions in this category in each two-year period as their 1977 and 1979 proportions of the category, for a net decrease of 0.3 percentage point. Hispanic women fared better in terms of percentages of new hires and promotions between 1979 and 1981 than in the preceding two-year period, for an overall net increase of 0.9 percentage point.

Asian men did better in terms of new hires than in promotions in both two-year periods, resulting in an increase of 1.8 percentage points over the four years. Asian women had considerably higher percentages of new hires and promotions in the second two-year period than in the first, for an increase of 2.4 percentage points.

The new hire, promotion, and separation rates of American Indian men and women resulted in identical increases of 0.1 percentage point for both groups over the four-year period.

Tenured Faculty

Table 9 gives the percentages of new hires, promotions, and separations, and the resulting net changes for the tenured, tenure-track, and "other faculty" categories at the Community Colleges.

In the tenured faculty category, white women received higher percentages of new hires, promotions, and separations in each two-year period than their percentages of the category in 1977 and 1979, for an overall net increase of 0.6 percentage point.

Black men did better in terms of new hires than in promotions over the four-year period, for a net increase of 0.3 percentage point. Black women, like Black men, also did better in new hires than in promotions, for a four-year net increase of 0.4 percentage point.

Hispanic men received higher percentages of both new hires and promotions from 1977 to 1979 than their percentage of the tenured faculty in 1977, and a higher percentage of promotions from 1979 to 1981, for a net increase of 0.4 percentage point. Hispanic women showed this same pattern in the first two-year period, but showed higher percentages of new hires--rather than promotions--in the second two-year period, for a net increase of 0.3 percentage point.

Asian men showed a higher percent of new hires but no promotions to the tenured faculty from 1977 to 1979, and relative stability from 1979 to 1981, for an overall increase of 0.2 percentage point. Asian women also received no promotions between 1977 and 1979, although their percentages of new hires and promotions in the second two-year period apparently compensated, resulting in a net increase of 0.3 percentage point.

American Indian men received no new hires or promotions over the four-year period, although they had relatively low rates of separations, for a net increase of 0.1 percentage point. American Indian women received higher percentages of new hires in each two-year period than their percentages of the category, and although they received no promotions, they still showed a 0.1 percentage point increase.

Tenure-Track Faculty

In the tenure-track category, white women showed higher rates of both promotions and separations for both two-year periods than their percentages of the category in 1977 and 1979, for an overall net increase of 0.6 percentage point.

TABLE 9 *Percent of Full-Time Faculty by Category, Sex, and Ethnicity Among New Hires, Promotions, and Separations, California Community Colleges, Fall 1977 Through Fall 1981*

	1977-1979						1979-1981					1977-81
OCCUPATIONAL ACTIVITY	1977 % OF CATEGORY	% NEW HIRES	% PROMOTIONS	% SEPARATIONS	1979 % OF CATEGORY	% 1977-79 CHANGE	% NEW HIRES	% PROMOTION	% SEPARATION	1981 % OF CATEGORY	% 1979-81 CHANGE	% 1977-81 CHANGE
FACULTY:												
TENURED												
WHITE MALE	62.8	41.0	53.9	58.6	60.9	- 1.9	38.8	44.4	53.7	60.2	- 0.7	- 2.6
WHITE FEMALE	25.8	34.0	37.0	33.8	26.3	+ 0.5	38.8	43.6	36.5	26.4	+ 0.1	+ 0.6
BLACK MALE	2.3	4.5	1.2	0.9	2.6	+ 0.3	8.4	2.3	2.3	2.6	-	+ 0.3
BLACK FEMALE	1.9	5.6	-	1.1	2.1	+ 0.2	4.7	1.5	2.3	2.3	+ 0.2	+ 0.4
HISPANIC MALE	3.1	5.3	5.5	2.2	3.3	+ 0.2	1.2	4.5	1.4	3.5	+ 0.2	+ 0.4
HISPANIC FEMALE	1.3	5.9	2.4	1.6	1.6	+ 0.3	3.2	0.8	1.9	1.6	-	+ 0.3
ASIAN MALE	1.3	1.6	-	0.5	1.5	+ 0.2	1.5	1.5	0.6	1.5	-	- 0.2
ASIAN FEMALE	1.1	1.9	-	0.8	1.2	+ 0.1	3.2	1.5	1.1	1.4	+ 0.2	+ 0.3
INDIAN MALE	0.3	-	-	0.1	0.3	-	-	-	0.2	0.4	+ 0.1	+ 0.1
INDIAN FEMALE	0.1	0.3	-	0.2	0.1	-	0.2	-	-	0.2	+ 0.1	+ 0.1
NON-TENURED ON-TRACK												
WHITE MALE	40.6	41.9	42.1	39.4	44.0	+ 3.4	47.3	28.0	50.7	43.3	- 0.7	+ 2.7
WHITE FEMALE	38.4	41.4	47.4	43.6	37.7	- 0.7	34.9	44.0	41.5	39.0	+ 1.3	+ 0.6
BLACK MALE	3.1	1.1	-	2.4	1.5	- 1.6	2.8	4.0	1.9	2.1	+ 0.6	- 1.0
BLACK FEMALE	4.5	2.8	5.3	3.6	3.2	- 1.3	3.2	8.0	0.5	3.8	+ 0.6	- 0.7
HISPANIC MALE	4.5	4.5	-	4.8	4.4	- 0.1	3.0	4.0	1.0	2.7	- 1.7	- 1.8
HISPANIC FEMALE	3.5	2.3	5.3	3.0	3.5	-	2.8	4.0	1.9	3.7	+ 0.2	+ 0.2
ASIAN MALE	2.3	2.5	-	0.6	2.1	- 0.2	2.5	-	1.0	1.8	- 0.3	- 0.5
ASIAN FEMALE	2.5	2.8	-	2.4	2.6	+ 0.1	2.9	4.0	1.4	2.9	+ 0.3	+ 0.4
INDIAN MALE	0.2	0.2	-	-	0.5	+ 0.3	0.4	-	-	0.5	-	+ 0.3
INDIAN FEMALE	0.4	0.3	-	-	0.6	+ 0.2	0.1	4.0	-	0.2	- 0.4	- 0.2
OTHER												
WHITE MALE	54.2	34.1	31.9	19.7	43.8	-10.4	32.6	23.7	34.1	33.8	-10.0	-20.4
WHITE FEMALE	30.6	44.4	29.8	49.3	35.9	+ 5.3	49.7	39.8	43.9	39.9	+ 4.0	+ 9.3
BLACK MALE	1.5	2.6	6.4	1.4	2.5	+ 1.0	2.9	5.4	2.4	3.4	+ 0.9	+ 1.9
BLACK FEMALE	2.4	7.3	19.1	14.1	7.6	+ 5.2	5.7	2.2	4.9	7.1	- 0.5	+ 4.7
HISPANIC MALE	4.3	4.3	-	7.0	5.4	+ 1.1	1.4	2.2	8.1	4.4	- 1.0	+ 0.1
HISPANIC FEMALE	4.0	3.3	8.5	5.6	2.9	- 1.1	3.7	3.2	3.3	3.8	+ 0.9	- 0.2
ASIAN MALE	1.2	2.0	2.1	1.4	0.6	- 0.6	1.1	8.6	0.8	2.7	+ 2.1	+ 1.5
ASIAN FEMALE	1.6	2.0	2.1	1.4	1.3	- 0.3	2.6	15.1	2.4	4.0	+ 2.7	+ 2.4
INDIAN MALE	0.2	-	-	-	-	- 0.2	-	-	-	0.8	+ 0.8	+ 0.6
INDIAN FEMALE	0.1	-	-	-	-	- 0.1	0.3	-	-	0.2	+ 0.2	+ 0.1

Source: California Postsecondary Education Commission

Black men received no promotions and a smaller percentage of new hires than their 1977 percentage in the category, resulting in a loss that was only partially compensated for in the second two-year period, for an overall net decrease of 1.0 percentage point. Black women did better in terms of promotions than in new hires in both two-year categories, but still had an overall drop of 0.7 percentage point for the four-year period.

Hispanic men received no promotions from 1977 to 1979 and a higher percentage of separations than their percentage of the category, for a decline in the first two-year period that worsened in the second into an overall net decline of 1.8 percentage points. Hispanic women did better in terms of promotions than in new hires in either two-year period, for a net increase of 0.2 percentage point.

Asian men received no promotions in either two-year period, for a net decrease of 0.5 percentage point. Asian women fared better in new hires and promotions in the second two-year period than in the first, for a net increase of 0.4 percentage point.

The percentages of new hires of American Indian men in both periods and their lack of separations apparently compensated for receiving no promotions, for an overall increase of 0.3 percentage point. The low percentages of new hires and promotions from 1979 to 1981 for American Indian women produced an overall decline of 0.2 percentage point.

Other Faculty

The "Other Faculty" category in the Community Colleges consists entirely of persons who are ineligible for tenure. Between 1977 and 1981, the new hire, promotion, and separation rates of white, Black, Asian, and American Indian women all resulted in net increases over the four-year period. Hispanic women declined as a proportion of the "Other Faculty" category by 0.2 percentage point between 1977 and 1981. Almost all minority males increased their percentage of this category, although the particularly small percentage of new hires and promotions of Hispanic men between 1979 and 1981 resulted in their overall net increase of only 0.1 percentage point.

Summary

Looking at the three full-time faculty categories at the Community Colleges, the picture of new hires, promotions, and separations for women and minorities has been a mixed one. The net changes for women and minorities have been most positive in the tenured and "Other Faculty" categories. The most negative net changes have occurred in the tenure-track classification, which is the classification from which many tenured faculty are drawn. The Community Colleges may wish to consider what means they have at their disposal to increase the percentages and retention rates of women and minorities in the tenure-track classification.

PROJECTING THE FUTURE

With faculty and staff data available from the Community Colleges for 1977, 1979, and 1981, trend-line projections are possible for the sex and ethnic composition of the top three occupational categories at the Community Colleges for 1983 and 1985.

Executive/Administrative/Managerial Staff

Figure 43 illustrates the projections of sex and ethnic composition of the Administrative staff for 1983 and 1985. Women in all ethnic groups are projected to increase their percentages of the Community Colleges' administrative staff, if trends of the past four years hold constant. Black, Hispanic, and Asian men are also all projected to increase their percentages, while white and American Indian men are projected to decrease. These increases of women and some minority men, and the decreases in white males, could result in the representation of women and minority males in administrative or managerial positions increasing by 8.3 percentage points over the next four years.

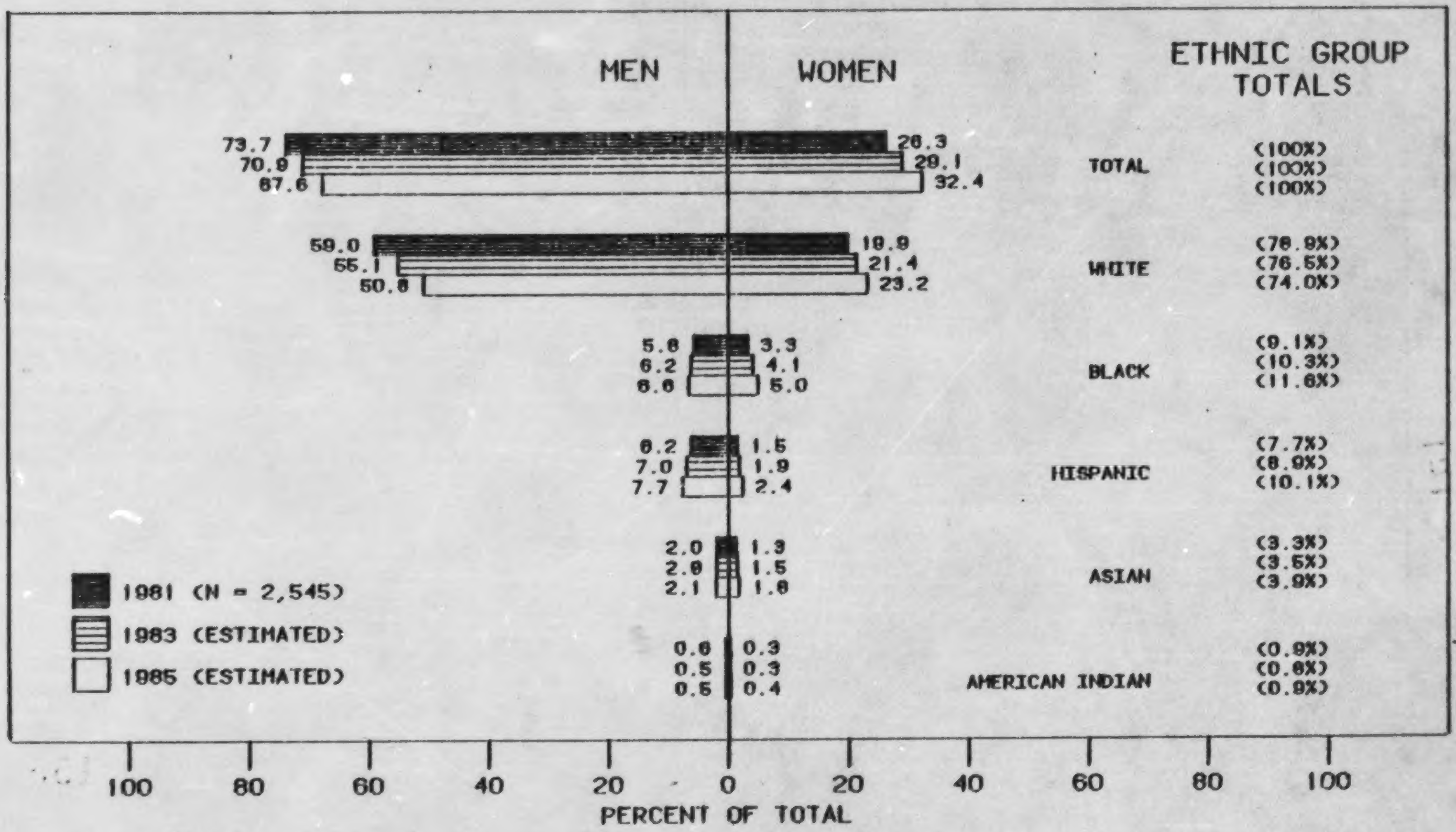
Full-Time Faculty

Figure 44 shows the projections of the sex and ethnic composition of the Community Colleges' full-time faculty for 1983 and 1985. Relative stability is projected for the faculty statewide, with an increase of only 1.8 percentage points in the representation of women and minority males projected for 1985.

Professional Non-Faculty

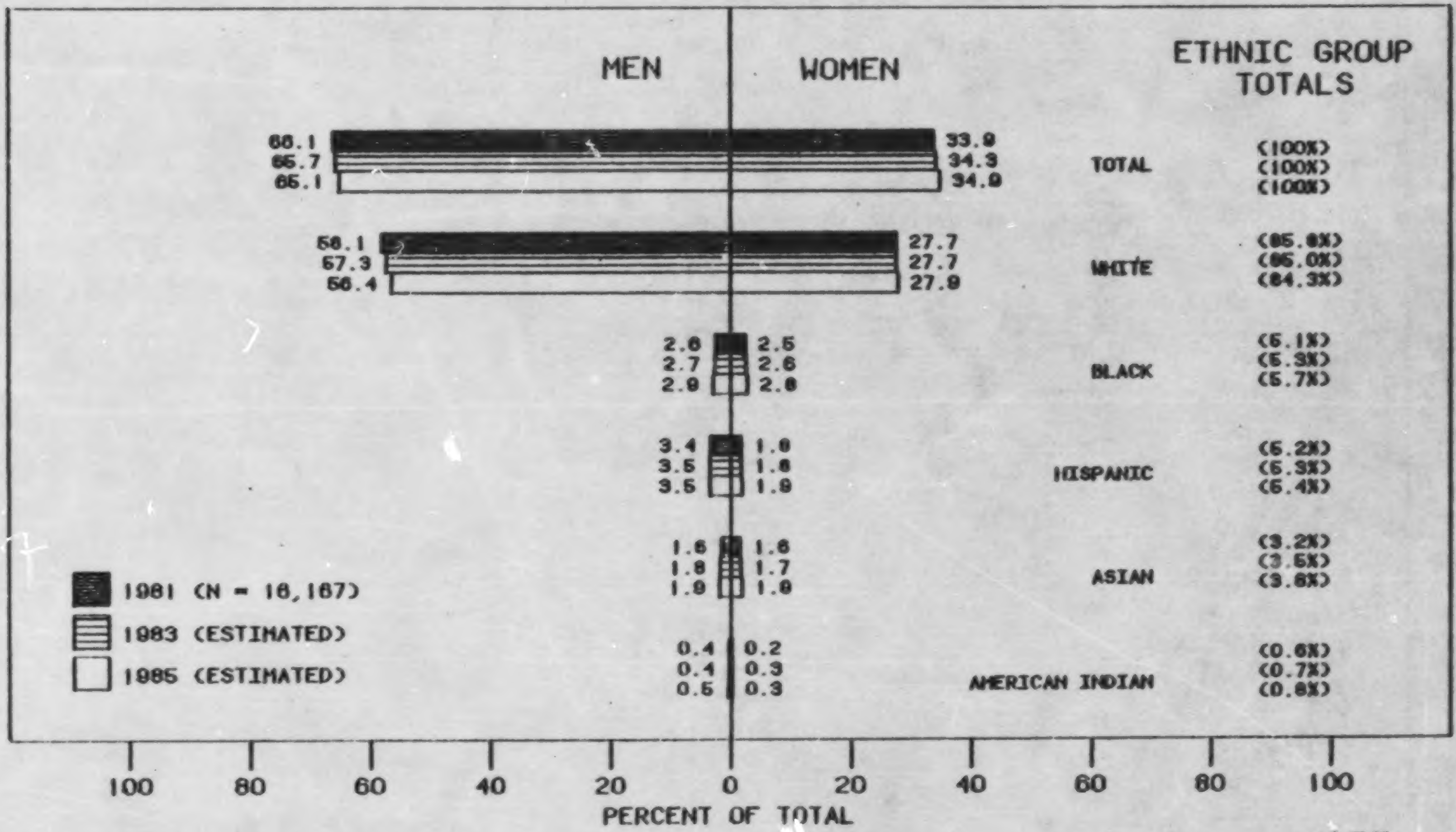
Figure 45 projects the percentages of women and minorities in the Community Colleges' Professional Non-Faculty staff for 1983 and 1985. While women in general are projected to increase by 5.8

FIGURE 43 *Full-Time Executive/Administrative/Managerial Staff by Gender and Ethnicity as a Percent of Total Full-Time Executive/Administrative/Managerial Staff, California Community Colleges, Fall 1981, Projections for 1983 and 1985*



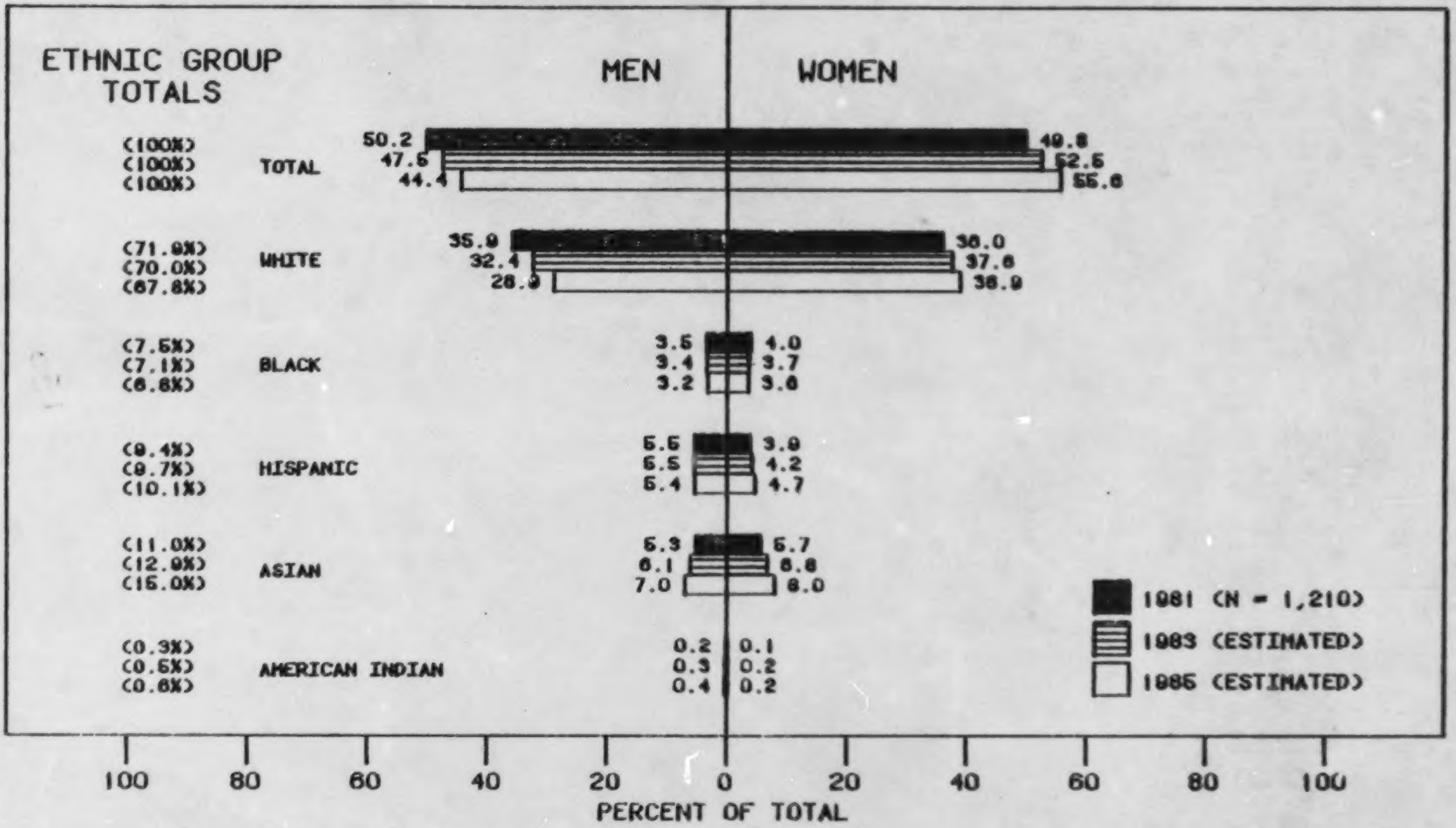
Source: California Postsecondary Education Commission

FIGURE 44 *Full-Time Faculty by Gender and Ethnicity as a Percent of Total Full-Time Faculty, California Community Colleges, Fall 1981, Projections for 1983 and 1985*



Source: California Postsecondary Education Commission

FIGURE 45 *Full-Time Professional Non-Faculty Staff by Gender and Ethnicity as a Percent of Total Full-Time Professional Non-Faculty Staff, California Community Colleges, Fall 1981, Projections for 1983 and 1985*



Source: California Postsecondary Education Commission

percentage points by 1985, Black women are expected to decrease their proportion of the Professional Non-Faculty staff. Black, Hispanic, and white males are projected to decrease their percentages in this category, while Asian and American Indian men are expected to increase theirs. In general then, women and minorities are projected to increase their representation by 7.0 percentage points by 1985.

Summary

Looking across the three top occupational classifications at the Community Colleges, it is apparent that the least change in the representation of women and minorities is projected for the full-time Faculty category, and the most change for the Executive/Administrative/Managerial category.

CHAPTER FOUR

OBSERVATIONS AND CONCLUSIONS

ETHNIC DIVERSITY AND THE ROLE OF PUBLIC POSTSECONDARY EDUCATION

The Commission's Planning Agenda for 1982-1987 (1981b, pp. 9-10) cited the increasing ethnic diversity of California's population as one of the major factors that will influence postsecondary education in the 1980s. More recently, the Field Institute noted that while the State's population has been increasing rapidly, the proportion of whites in the population has been steadily declining. The biggest gains have been among Hispanics and Asians, who bring a linguistic as well as a cultural diversity to California, and who, together with Blacks and other minorities, now constitute 33.4 percent of the State's population. Because their proportions are increasing rapidly, by the end of the 1990s, California may become the nation's first "majority ethnic minority" state (1982, p. 1).

Postsecondary education has been, and will continue to be, influenced by these changes in the ethnic composition of the State. In many ways, postsecondary education determines how far and how well ethnic minorities will be integrated into California society, since it is, in effect, the gatekeeper of opportunities for social mobility. In a recent report to The Board of Regents, the University's Office of the Vice President for Academic and Staff Personnel Relations commented that "the University, in its role as an educational institution, provides training, skills, credentials, and other qualifications which furnish means for further social and economic opportunities. As an educational institution, the University serves a key role in redressing economic inequality" (1982; p. 9). Similar claims can also be made for the other two segments of postsecondary education in California. In this role, the institutions of postsecondary education--with their varying missions, functions, and eligibility pools--essentially determine which persons will receive what types of education and training and at what level. In short, they help determine the future of California society and the place of men and women of all ethnic groups within that society.

Diversity and Intellectual and Cultural Enrichment

Educated persons are generally expected to understand and appreciate the diversity of linguistic, ethnic, and cultural groups that have contributed to the intellectual and artistic history of our society. This kind of diversity is also important for educational institutions to seek out, so that their students might develop a broader intellectual perspective. In discussing this issue before The Regents, the Office of the Vice President for Academic and Staff Personnel Relations stated (1982, p. 13):

> Beyond the need to match student body diversity, to provide role models in the professions for minority and women students, and to create a climate in which leaders for the minority communities can be educated and trained, there is the contribution the University can and should make to the improvement of the quality of life in a pluralistic society. Diversity is an essential component of the intellectual cultural enrichment that the University offers its students, faculty, and staff through research, curriculum development, and pedagogy. Affirmative action, insofar as it contributes to campus diversification, contributes also to the intellectual enrichment that is the essential enterprise of the University .

If California is destined to become the first state in which a majority of the people are of ethnic minority ancestry, then institutions of postsecondary education, by reflecting that diversity of linguistic and cultural backgrounds in their students, faculty, and staff, can assist in the achievement of an integrated--rather than a factionalized--society. The social costs of not achieving this integration could well have serious consequences for an ethnically diverse state.

Faculty and Staff as Role Models for Students

If California's institutions of public postsecondary education are to attract and retain students from a wide variety of ethnic groups, they must be perceived by those students as being hospitable to their participation. One way for an institution to do this is to have a diversity of sex and ethnic backgrounds in its faculty and staff members, so that these persons can provide role models for students. If students perceive that an institution has admitted them as members of an ethnic minority group, while having few members of their group in faculty or staff positions, they may feel that they are not good enough to participate in the real business and governance of the institution.

While some would argue with the concept of minority and women faculty as role models to attract and retain students, many researchers have documented the "overreliance" of women and minority students on those few faculty and administrative staff of their particular groups as role models, counselors, and advisors. In the report to the Regents quoted earlier, the Office of the University's Vice President stated that "the need for minority and female faculty role models in achievement of the educational objectives of the University is amply demonstrated by the extraordinary advising loads currently borne by many minority and female faculty members and administrators" (p. 13). These extraordinary advising loads as well as committee assignments can also result in minority and female role models not getting tenure, since time for these activities takes time away from their research.

The demand for women and minorities as role models can also come as a result of the increasing numbers of women and minority students in California's colleges and universities, and indeed this report has looked at the numerical relationships between women and minorities as faculty, staff, and students. As the University has stated, "Growth of the number of minorities within the student body at large and of women within traditionally male-dominated fields will create an increasing demand for faculty role models and for revitalized course offerings which address their special interests and concerns" (1982, p. 12). The previous sections of this report have shown that women and minorities are generally better represented as administrative and managerial staff in the three public segments than as faculty, and hold particularly small percentages of the tenured faculty positions. While slight increases have been made in the proportions of women and minorities in the faculty ranks, the decline in the percentages of several minority groups in the tenure-track faculty of the three segments does not offer a great deal of encouragement for the coming years. Particular effort will need to be directed toward recruiting women and minorities to fill tenure-track positions so that they can both enhance the intellectual and cultural diversity of the faculty and serve as successful role models for students of all backgrounds.

The State University, in its 1982 narrative evaluation report on faculty and staff affirmative action (attached as Appendix D to this report), noted another reason why the diversity of students, faculty, and staff are interdependent (p. 5):

> Of greater long range concern, however, is not the academic preferences of students per se, but rather whether or not the students themselves will reflect the kind of potential employment pool which would assist affirmative action efforts in the future. Since systems like our own create our future employment sources, the current limitations in access, due to either changing admissions requirements or decreases in financial assistance, may severely impact the possibility of affirmative action implementation in employment for years to come.

In a very real sense, diversity appears to beget diversity, as linguistically and culturally diverse staff and faculty attract more diverse students, who not only demand more diverse faculty and staff, but eventually become members of the pool of talent from which faculty and advinistrative staff can be drawn in the future.

BARRIERS TO PROGRESS

Given that affirmative action for faculty and staff has been in place in the public segments since at least the early 1970s, why has the goal of fully integrating women and minorities into the administrative and faculty ranks of the segments proved so elusive? Is it a lack of commitment and support for affirmative action? Is it an absence of qualified women and minorities to fill available positions? Is it a problem of costs and declining resources? Is it the result of collective bargaining? The answer, in fact, is all of the above, since certain aspects of each of these problems serve as barriers to the progress of affirmative action.

Attitudes, Commitment, and Resource Constraints

Two questions relating to affirmative action were posed in a May 1980 survey of Californians by the Field Institute (1982, p. 3). The first asked respondents to agree or disagree with the following statement: "To make up for past discrimination women and members of minority groups should be given special treatment in getting jobs and places in college." Seventy-eight percent of whites disagreed with the statement, compared to only 19 percent who agreed. (Whether women felt the same way as men is unknown, since gender of the respondents was not included.) In contrast, 67 percent of Blacks and 45 percent of Hispanics agreed with the statement.

A second question asked whether "business should be required to hire a certain number of minority workers and women even if this means some whites and men would not be hired." Seventy percent of whites disagreed with the statement, compared to 53 percent of Hispanics who disagreed. However, sixty-two percent of Blacks agreed with the statement. Clearly, the attitude toward affirmative action is not what it was in the '60s, with both the conservative national mood and continuing high unemployment contributing to a lessening of support for affirmative action programs.

Institutions of higher education are not immune to this shift in attitudes, and with serious fiscal constraints, the situation is exacerbated. In discussing the difficulties of maintaining affirmative action in a time of budgetary constraints, the State University made the following statement about attitudes in its 1982 narrative evaluation report (p. 6): "In a more dangerous and perhaps lasting way, it [budgetary constraints] may so thoroughly frustrate affirmative action expectations that administrators, faculty, and staff may simply fail to believe that the employment situation can improve. Of all the problems, real or perceived, the factor of demoralization may present the greatest obstacle to changing the employment profile of our campuses."

The Office of the University's Vice President in its June 1982 report to the Regents also discussed the attitudinal problems and the need for commitment (p. 13):

> Clearly, some progress in affirmative action has been achieved, and acceptance of women and minorities as colleagues and as serious and valued students has grown. Still, the often perfunctory attitude of many faculty and administrators must be addressed . . . . The absence of commitment will have a magnified impact as current and projected budgetary constraints are felt. There is therefore some urgency in addressing this problem. Fundamentally, only acknowledgment by faculty and managers of the integral role of affirmative action to the basic enterprise of the University and a commensurate commitment to pursue affirmative action for employees and students as vigorously as we pursue scholarship and pedagogical "coverage" will prevent retrogression in the diversification effort.

The factor of diminished support for affirmative action, combined with that of budgetary constraints, could well result in a regression in affirmative action in the years ahead. In fact, budgetary constraints alone, and the resultant retrenchment, may be sufficient to halt--and even reverse--the progress that has been made. In responding to a question about the impact of budgetary constraints on affirmative action in its 1982 narrative evaluation (p. 4), the State University states:

> The obvious fiscal constraints hamper not only recruitment efforts but also have a demoralizing impact on existing employees. Layoffs and the threat of layoffs continue to adversely affect women and ethnic minorities, many of whom were recently hired and, therefore have less employment security. Hiring freezes and mid-year budget reductions further exacerbate an already difficult task of implementing affirmative action objectives from recruitment efforts, to training workshops, to promotion opportunities."

In responding to a question about the weaknesses or inadequacies in affirmative action programs, the Community Colleges' Chancellor's Office in its narrative evaluation (also appended to this report) cited many of the same attitudinal, commitment, and resource factors as hampering progress in affirmative action, including staff unwillingness to change, lack of revenue resources to fund needed faculty positions, "last in-first out" concept in layoffs, existing staff biases, a general lack of interest in affirmative action issues, and lack of support of affirmative action by elected officials (p. 4). The factors of increasingly negative attitudes, lack of commitment to affirmative action, and fiscal constraints could well reverse this report's projections of continued slow progress over the next four years in affirmative action in the public segments.

Paper Compliance: Process vs. Outcomes

In the early 1970s, the federal government shifted its policies regarding the hiring of women and minorities from "non-discrimination" (the mere avoidance of discrimination) to "affirmative action." In the wake of this shift came presidential orders, legislation, regulations, and compliance procedures. Written affirmative action plans were required, documentation of "good faith efforts" in recruiting women and minorities had to be presented, and statistical evaluations of the results of affirmative action programs were sent to the federal government in compliance with legal mandates. The focus on legal compliance--on producing the voluminous statistical reports to document good faith efforts--resulted in a concentration on the process of affirmative action, rather than on the outcomes. Such paper compliance activities drained resources from other more substantial efforts, such as management fellowship programs and the provision of release time or grants to women and minority faculty to pursue their research. Affirmative action became, in essence, "a set of bureaucratic procedures designed to protect the institution from intrusion by the Federal Government or civil suit" (Office of the Vice President, 1982, p. 9). In discussing this problem, the Office of the University's Vice President stated (1982, p. 11):

> A significant irony in the statistical compliance approach favored by the Federal enforcement agencies is that it has resulted in actual displacement of stated goals. Process rather than outcome becomes the goal of affirmative action efforts. The concept of demonstration of "good faith efforts" to recruit and select a member of a protected group in lieu of actual success in the hiring of minorities or women or of meeting goals within specified timetables has resulted in an extraordinary concentration on process . . . . While there are positive

> aspects to this attention to process, including introduction of system and accountability into a formerly quite closed academic recruitment tradition, the effect has too often been mere demonstration of the ingenousness [sic] of hiring authorities.

The focus on process has also been reported by the Chancellor's Office of the Community Colleges in its 1982 narrative evaluation report. In responding to a question regarding which affirmative action programs have been the most successful over the past two years, several districts responded as follows:

- Developing screening and selection procedures that comply with affirmative action and equal employment opportunity requirements.
- Appointing a full-time affirmative action officer to ensure district meets legal requirements.
- Increasing staff awareness regarding affirmative action and non-discrimination in the employment process.

Considering that the present federal administration is less likely to enforce even the legal compliance requirements of affirmative action, and has in fact announced that greater responsibility for affirmative action will be shifted to state and local levels and "voluntary" private affirmative action encouraged (Office of the University's Vice President, 1982, p. 11), some institutions of higher education may well decide to abandon affirmative action efforts entirely. It is thus even more important now for state governments to be involved in both encouraging and requiring affirmative action efforts to continue than it was in the past. With some of the paper compliance requirements reduced, institutions should be able to redirect these resources toward those affirmative action programs that have produced tangible results.

Availability Pools and Qualified Candidates

One of the most often-mentioned barriers to successful affirmative action is the real or perceived lack of qualified candidates in the various availability pools. Some institutional officials argue, for example, that women and minorities are simply not well-enough represented in those availability pools used by a particular segment: they are not from the "right type" of institution; they lack experience; they are not receiving degrees in the "high-demand" disciplines. Others candidly state that no matter how qualified a woman or minority candidate is, he or she is not likely to be perceived as "fitting in" with those doing the hiring--often, white males. The very "differentness" of women and minorities may overwhelm their qualifications in the eyes of some employers, and cost them an available position. In addition, faculty hiring, promotion, and tenure decisions are still largely closed from scrutiny and the real reasons for not hiring a particular candidate may never be made known. In its narrative evaluation attached as Appendix E (p. 4), the Chancellor's Office quotes the response from one Community College district regarding the "reluctance of selection committees to hire highly qualified women and minorities over qualified white males."

Commission staff asked each segment in its narrative evaluation to discuss the underutilization of women and minorities compared to availability pools. In discussing availability pools, the University noted the eight-factor analysis required under federal regulations and how some of the more location-specific factors apply mainly to those job classifications (Technical/Paraprofessional, Secretarial/Clerical, Skilled Crafts, and Service/Maintenance) which are filled primarily through local recruitment. Recruitment for positions in the top three occupational categories at the University, however, uses statewide and nationwide availability pools, such as the nationwide proportions of women and minorities with Ph.D. degrees for the Faculty classification. Such a simple national availability pool may be misleading, however, since "availability estimates for faculty, professional, and management positions vary markedly across different fields and disciplines" (p. 26). The University's narrative evaluation further stated that (p. 27):

> This reflects the fact that women and minority Ph.D. holders tend to be concentrated in the fields of education, social sciences, and humanities, but are sharply underrepresented in the "hard" sciences and engineering . . . . In view of these differences among fields, it makes little sense to speak in terms of an overall "availability" figure for academic or professional positions. If they are to be meaningful, availability estimates must be based on the pool of qualified candidates within particular fields and disciplines.

A similar point was made by the State University in its narrative evaluation, but a distinction was made between the concepts of "underrepresentation" and "underutilization" regarding availability pools (p. 2):

> The term "underrepresentation" means something substantially different than the term "underutilization" which by definition depends upon availability data. For example, there may be no underutilization of women and ethnic minorities in such academic departments as engineering, computer science, and management, and yet there

> may be no minorities and women employed in those departments. Even though the availability data would "justify" the employment utilization within the departments, the absence of a diverse workforce would, nonetheless, be a major concern which would necessitate different recruitment strategies and affirmative action efforts.

Since many of the departments that are currently recruiting for faculty positions are those cited in the above quotation, and are those in which the numbers of women and minorities have only recently begun to increase, the problem of finding women and minorities who are not only qualified but have experience in these disciplines may continue for some time. On a more positive note, the increases in the numbers of women and minority undergraduate and graduate students who are entering the "high demand" disciplines should help to increase the number of qualified candidates and expand the current availability pools. This suggests the importance of the linkage between undergraduate and graduate student affirmative action programs and affirmative action programs for faculty and administrative staff.

Collective Bargaining

The advent of collective bargaining in California's public postsecondary segments has raised questions about its likely effect on affirmative action for college and university employees. Unions have long favored strict seniority in layoff procedures, a policy which is likely to have the most negative effects on those most recently hired--often women and minorities. The Commission's recent report on collective bargaining offers the following observations on this issue (September 1982 draft, pp. 63-64):

> Unions have generally not taken an aggressive stance in the pursuit of grievances based on claims of discrimination against women and minorities . . . . In fact, in their survey of faculty and administrators, Baldridge and Kemerer found that unions have generally done little to assist affirmative action or to further the interests of women and minorities in the faculty .

Whether collective bargaining in California will prove to be a serious barrier to the maintenance or advancement of progress in affirmative action in California is still unclear.

THE SEARCH FOR SOLUTIONS

Each of the barriers discussed above poses a serious problem to institutions of postsecondary education in maintaining and expanding affirmative action for faculty and staff. The public segments, to a considerable extent, are attempting to find solutions to these problems, and have discussed both problems and solutions in their narrative evaluations. While one of the most serious problems--that of fiscal constraints and retrenchment--is not entirely within the power of the segments to remedy, the effects of this problem can at least be mitigated if solutions are found to some of the other problems that threaten the progress of affirmative action.

Current Programs

In its narrative evaluation, the University described three affirmative action programs that it feels are producing results: (1) the Management Fellowship Program, which has to date matched 57 selected fellows with high-level University management officials in a mentoring relationship; (2) the Faculty Development Program, which has provided financial support and release time to 291 women and minority junior faculty so that they can pursue scholarly and scientific research and thus improve their chances for tenure; and (3) the Staff Affirmative Action Program which provides career development workshops, scholarships for employee training and education, staff internships, and support for special events such as Disability Day. The primary problem the University cited is the lack of resources available to expand these programs and provide more women and minorities with the various types of staff development that will enable them to advance.

The State University in its narrative evaluation listed two specific affirmative action programs that it feels are major successes: the Administrative Fellows Program, and the Affirmative Action Faculty Development Program. The State University commented that both of these programs have been well received and have been directly responsible for the retention and promotion of a number of women and minorities. Again, fiscal constraints were cited as hampering the growth of these programs. However, the State University this past year was able to begin an affirmative action program for employees with disabilities, a group not mentioned under AB 105 but one with a clear link to affirmative action.

While the Chancellor's Office of the Community Colleges did not cite any specific district affirmative action programs in its narrative evaluation report as being particularly successful, it does list certain strengths that have made some programs successful, including increased administrative support for affirmative action, increased staff cooperation and commitment to new programs, and consistency of effort and process.

Both the University and State University's programs have focused on one-to-one support--such as grants, mentor relationships, fellowships to do research, and special training--in addition to a general affirmative action compliance program. Such efforts are beginning to show results, and the possibility of expanding such programs should be given serious consideration by both the systemwide administrations and the Legislature.

Improved Coordination of Faculty and Student Affirmative Action

As discussed in the preceding pages, faculty and student affirmative action are highly interdependent. A good diversity on the faculty attracts students from diverse backgrounds, who in turn can become members of the expanding availability pools from which faculty will be hired. Often, however, the segments have treated student and faculty affirmative action as entirely separate entities. In discussing this problem, the University's Office of the Vice President's report to the Regents stated (1982, p. 15):

> Employee, student, and other related affirmative action programs have tended to suffer from a fragmentation of effort. This is particularly true of the relationship between student and faculty affirmative action programs, due largely to the current Federal emphasis on the traditional, industrial employment model at the expense of academic and student concerns.

Clearly, if the availability pools of women and minorities with advanced degrees in the "high-demand" disciplines are to be expanded, then student affirmative action programs--at both the graduate and undergraduate levels--must focus on encouraging women and minorities to enter these fields. The University has suggested several initiatives to improve the coordination of faculty and student affirmative action including:

- Establishing bridges between student and faculty programs, such as the early identification and recruitment of promising women and minority graduate students through post-doctoral fellowships, teaching fellowships, and acting assistant professorships;

- Targeting graduate student programs specifically toward departments and disciplines where there is a low availability of women and minorities with Ph.Ds in order to expand the availability pools; and

- Emphasizing the importance of faculty role models in areas such as student advising, and making these activities a legitimate consideration in faculty promotion and tenure decisions.

Whether the University and the other segments are willing and able to take such initiatives to strengthen both student and faculty affirmative action programs remains to be seen.

IN SUMMARY

The segmental survey data and narrative evaluations which constitute the basis for this report lead to several conclusions about affirmative action for employees and staff in the three public segments since 1977:

- First, in general, there have been modest increases in the percentages of women and minorities in the faculty and staff of the public institutions.

- Second, some minority groups have fared better than others and some have lost ground over the four-year period.

- Third, in most employment categories, men are better represented than are women, regardless of ethnic group.

- And fourth, the representation of women and minorities in the tenure-track faculty, as well as in the tenured faculty, is particularly discouraging, and based on the trends of the past four years, little improvement is projected.

Progress in segmental affirmative action has been slow, but it has been progress. The maintenance and advancement of this progress in the face of such obstacles as resource constraints, negative attitudes, small availability pools, and collective bargaining, will be the challenge for the next several years. Vigorous efforts and creative approaches will be needed in order to achieve the broad goals of equity and diversity in California's public higher education institutions.

APPENDIX A

Assembly Bill No. 105

CHAPTER 399

An act to add and repeal Sections 66903.1 and 66903.2 of, and to add Section 66903.3 to, the Education Code, relating to universities and colleges.

[Approved by Governor August 27, 1977. Filed with
Secretary of State August 27, 1977.]

LEGISLATIVE COUNSEL'S DIGEST

AB 105, Hughes. College and university employees.

Existing law prohibits discrimination in employment on the basis of race or sex.

This bill would require the California Postsecondary Education Commission to report to the Legislature and the Governor on March 1, 1980, and every two years thereafter until and including 1984, concerning the employment, classification, and compensation of ethnic minorities and women by the University of California, the California State University and Colleges, and the public community colleges, and the result of affirmative action efforts by those institutions.

This bill would require the commission to maintain a registry of minorities and women available for employment in academic and administrative positions in postsecondary education.

The people of the State of California do enact as follows:

SECTION 1. In enacting this act the Legislature hereby finds and declares:

(1) Underrepresentation of ethnic minorities and women persists within certain areas of employment at the state university and colleges and the University of California;

(2) No comprehensive set of information exists regarding the representation of ethnic minorities and women within the work forces of the community colleges;

(3) The Legislature and the Governor must be better informed of specific results of affirmative action hiring programs of the state university and colleges, the University of California, and the community colleges; and

(4) The Budget Conference Committee of the Legislature has in past years requested various information from the University of California and the state university and colleges regarding the representation of minority and women employees in their respective work forces. It is desirable to regularize this reporting process and move toward comparable data among institutions to improve legislative deliberations on the state budget. Accordingly, the reports

required by this act shall supersede and replace those which have heretofore been provided pursuant to conference committee budget language.

SEC. 2. Section 66903.1 is added to the Education Code, to read:

66903.1. The commission shall report to the Legislature and the Governor on March 1, 1980, and every two years thereafter until and including 1984, on the representation and utilization of ethnic minorities and women among academic, administrative, and other employees at the California State University and Colleges, the University of California, and the public community colleges. To prepare this report the commission shall collect data from each of the three segments of public postsecondary education. The format for this data shall be the higher education staff information form required biennially from all institutions of higher education by the Federal Equal Employment Opportunity Commission, the collection of which is now coordinated by the California Postsecondary Education Commission.

(a) The higher education staff information form includes the following types of data:

(1) The number of full-time employees by job categories, ethnicity, sex, and salary ranges;

(2) The number of full-time faculty by ethnicity, sex, rank, and tenure;

(3) The number of part-time employees by job categories (including tenured, nontenured or tenure track, and other nontenured academic employees), ethnicity, and sex; and

(4) The number of full-time new hires by job categories (including tenured, nontenured or tenure track, and other nontenured academic employees), ethnicity, and sex.

(b) In addition to the above, the segments shall submit to the commission the following:

(1) Promotion and separation data for faculty and staff employees by ethnicity and sex for each of the two-year time periods beginning with 1977 to 1979;

(2) Narrative evaluation examining patterns of underutilization of women and minority employees among different job categories compared with the availability of qualified women and minorities for different job categories;

(3) Narrative evaluation examining specific results of affirmative action programs in reducing underutilization of women and minorities; and

(4) Narrative evaluation of both strengths and inadequacies of current affirmative action programs, including inadequacies resulting from budgetary constraints.

(c) For purposes of this section, minorities and ethnic minorities shall include those persons defined as such by rules and regulations of the Federal Equal Employment Opportunity Commission.

This section shall remain in effect until January 1, 1985, and as of that date is repealed.

SEC. 3. Section 66903.2 is added to the Education Code, to read:

66903.2. Pursuant to subdivision (4) of Section 66903, the commission shall participate in appropriate stages of the executive and legislative budget processes, as requested by the executive and legislative branches, to advise regarding the representation of women and minority employees at institutions of higher education.

All information generated by the institutions and collected by the commission pursuant to Section 66903.1 shall be available to the public.

This section shall remain in effect until January 1, 1985, and as of that date is repealed.

SEC. 4. Section 66903.3 is added to the Education Code, to read:

66903.3. The California Postsecondary Education Commission shall maintain a registry of names and qualifications of minorities and women who are available for employment in academic and administrative positions in postsecondary education. This registry shall be reviewed and updated not less than every two years. The commission's service shall complement, but not duplicate, more extensive affirmative action efforts of postsecondary education institutions. The participation of job applicants and of institutions shall be voluntary.

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APPENDIX B

DEFINITIONS USED IN THE FEDERAL HIGHER EDUCATION STAFF INFORMATION (EEO-6) SURVEY

5. PRIMARY OCCUPATIONAL ACTIVITY

a. Executive, Administrative and Managerial

Include all persons whose assignments require *primary* (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution department or subdivision, etc. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Report in this category all officers holding such titles as President, Vice President, Dean, Director, or the equivalent, as well as officers subordinate to any of these administrators with such titles as Associate Dean, Assistant Dean, Executive Officer of academic departments (chairmen, heads, or the equivalent) if their principal activity is administrative.

NOTE: Supervisory personnel of the technical, clerical, craft, and service/maintenance force will be reported within the specific categories of the personnel they supervise.

b. Faculty

Include all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and who hold academic-rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any one of these academic ranks. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments(chairpersons, heads, or the equivalent) if their principal activity is instructional. **Do not** include student teaching or research assistants.

c. Professional Non-Faculty

Include in this category persons whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Included would be all staff members with assignments requiring specialized professional training who should not be reported under Activity 1 (Executive) or Activity 2 (Faculty), and who should not be classified under any of the four "nonprofessional" categories of activities.

d. Clerical and Secretarial

Include all persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Include personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmers) and/or information and other paper work required in an office, such as bookkeepers, stenographers, clerk typists, office-machine operators, statistical clerks, payroll clerks, etc. Include also sales clerks such as those employed full time in the bookstore, and library clerks who are not recognized as librarians.

e. Technical and Paraprofessionals

Include all persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many 2-year technical institutes, junior colleges or through equivalent on-the-job training. Include computer programmers and operators, drafters, engineering aides, junior engineers, mathematical aides, licensed, practical or vocational nurses, dietitians, photographers, radio operators, scientific assistants, technical illustrators, technicians (medical, dental, electronic, physical sciences), and similar occupations not properly classifiable in other occupational-activity categories but which are institutionally defined as technical assignments.

Include persons who perform some of the duties of a professional or technician in a supportive role, which usually require less formal training and/or experience normally required for professional or technical status. Such positions may fall within an identified pattern of staff development and promotion under a "New Careers" concept.

f. Skilled Crafts

Include all persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Include mechanics and repairers, electricians, stationary engineers, skilled machinists, carpenters, compositors and type-setters.

g. Service/Maintenance

Include persons whose assignments require limited degrees of previously acquired skills and knowledge and in which workers perform duties which result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities or grounds of the institutional property. Include chauffeurs, laundry and dry cleaning operatives, cafeteria and restaurant workers, truck drivers, bus drivers, garage laborers, custodial personnel, gardeners and groundskeepers, refuse collectors, construction laborers, security personnel.

APPENDIX C

1982 REPORT OF THE
UNIVERSITY OF CALIFORNIA

Note: Additional information submitted by the University of California is available in the Commission offices.

UNIVERSITY OF CALIFORNIA SYSTEMWIDE ADMINISTRATION

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO   SANTA BARBARA · SANTA CRUZ

Office of the Vice President--
Academic and Staff Personnel Relations
BERKELEY, CALIFORNIA 94720

May 10, 1982

Mr. Patrick M. Callan
Director
California Postsecondary
Education Commission
1020 Twelfth Street
Sacramento, CA 95814

Dear Pat:

Enclosed you will find the 1982 AB 105 Report for the University of California. I call your attention to Assistant Vice President Martinez' letter to me in which he clarifies differences in the databases used in this report and the 1980 submission.

I also wish to stress that, due to the unique definitions of personnel data required by the AB 105 Report, the enclosed data should not be compared to other University personnel or affirmative action documents, which employ different definitions. For example, the definition of "full time" academic personnel in the AB 105 Report is based on the number of such personnel employed at 99 percent or more time as of October, 1981. In contrast, the University defines "full time" academic personnel as those employed 50 percent or more time in two consecutive quarters. Such differences in definition produce significant differences in data, and I therefore want to caution strongly against comparing AB 105 data with personnel data reported in other University documents.

If you have any questions, please do not hesitate to contact me or Assistant Vice President Martinez.

Sincerely,

Archie Kleingartner
Vice President--
Academic and Staff Personnel Relations

Enclosures

cc: President Saxon (w/enclosure)
Assistant Vice President Martinez (w/o enclosure)
Staff Director Condren (w/enclosure)

UNIVERSITY OF CALIFORNIA SYSTEMWIDE ADMINISTRATION

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Office of the Vice President--
Academic and Staff Personnel Relations
BERKELEY, CALIFORNIA 94720

INTERNAL CORRESPONDENCE

May 7, 1982

VICE PRESIDENT KLEINGARTNER

Dear Archie:

Attached is the 1982 AB 105 Report which is ready for submission to the California Postsecondary Education Commission. The database used is October 1979 to November 1981.

One issue that should be noted in connection with the CPEC Report is the exclusion of Student Assistants from the EEO-6 "Faculty" category. At the suggestion of Academic Personnel Relations, academic appointments made to persons by virtue of their student status (e.g. teaching assistants) have been removed from the overall "Faculty" category and specifically from the "Other, other faculty" category.

While this change makes for more realistic and meaningful reporting of faculty data, it has implications for comparative interpretations of data between this year's report and the 1980 submission (October 1977 to November 1979 data). By removing the Student Assistants, the size of the overall "Faculty" category (which includes both Academic Senate as well as non-Senate teaching faculty) is reduced by about 1,600 persons. Consequently, it appears from the totals that the size of the full-time teaching faculty has decreased from 13,499 in 1979 to 11,823 in 1981, when in fact the decrease is an artifact of the changed definition of "faculty" between the two years.

A related issue is that comparisons between years are necessarily affected -- the "apples and oranges" problem. Thus, if one compares the percentage of minority men in the overall "Faculty" category in 1981 with that reported to CPEC for 1979 (which included the Student Assistants), there appears to be a decrease from 9.4 to 9.3 percent. In fact, however, this decrease is merely the statistical artifact of the changed database. By removing the "Other, other faculty" category from both the 1979 and 1981 data, so that the two years' data are comparable, one finds that there has been an increase in the percentage of minority men from 8.8 to 9.3 percent in the overall EEO-6 "Faculty" category. The same problem occurs with minority females: an apparent decrease in the percentage of minority women in the EEO-6 "Faculty" category actually turns out to be an increase when the data bases are made comparable.

To correct this problem, we have gone back to the 1977 and 1979 CPEC data and recomputed the figures with the "Other, other faculty" category removed. The results are presented in Table 8 in the Narrative Evaluations, which show positive changes in almost all EEO-6 categories.

However, recomputing the data creates a further problem in that these adjusted percentages for the overall "Faculty" category differ from those presented in the EEO-6 Report. Table 8 therefore contains a footnote explaining the differences.

Sincerely,

Tony Martinez

Anthony U. Martinez
Assistant Vice President--
Affirmative Action Planning and Review

Attachments

cc: Systemwide Affirmative Action
  Steering Committee (w/attachments)
 Chief Coordinator Zak (w/o attachments)
 Coordinator Gong (w/o attachments)
 Coordinator Geiser (w/o attachments)

A. INTRODUCTION

Under Section 66903 (AB 105) of the State Education Code, the University of California is required to submit narrative evaluations of its affirmative action programs to the California Postsecondary Education Commission on a biennial basis. The following report is submitted in fulfillment of that requirement.

The report is divided into three sections, pursuant to the specific language of Education Code § 66903.1(b):

- "Narrative evaluation examining patterns of underutilization of women and minority employees among different job categories compared with the availability of qualified women and minorities for different job categories."
- "Narrative evaluation examining specific results of affirmative action programs in reducing underutilization of women and minorities."
- "Narrative evaluation of both strengths and weaknesses of current affirmative action programs, including inadequacies resulting from budgetary constraints."

B. UNDERUTILIZATION AND AVAILABILITY

In preparing its narrative response to this section, the University was requested by the Commission to address the following specific questions:

> "What means are used to determine a 'pattern of underutilization' in each of the seven EEO-6 job categories? How are availablility pools determined for each of the job categories?"

Determination of "underutilization" is based on methods established by the Department of Labor under Executive Order 11246 and Revised Order No. 4. "Underutilization" is defined as having fewer minorities or women in a particular job group than would be reasonably expected by their availability (CFR 41 § 60-2.11 b). (However, the current Federal Administration has proposed reducing the definition of "underutilization" to 80 percent of "availability"; revised regulations to this effect are expected shortly.)

Determination of "availability" is also based on methods established under Federal regulations — in particular, the so-called "8-factor analysis."

The 8-factor analysis includes the following elements:

(1) The minority population of the labor area surrounding a facility;

(2) The size of the minority and female unemployment force in the labor area surrounding a facility;

(3) The percentage of the minority and female workforce as compared with the total workforce in the immediate labor area;

(4) The general availability of minorities and women having requisite skills in the immediate labor area;

(5) The availability of minorities and women having requisite skills in an area in which the contractor can reasonably recruit;

(6) The availability of promotable and transferable minorities and women within an organization;

(7) The existence of training institutions capable of training persons in the requisite skills; and

(8) The degree of training which the contractor is reasonably able to undertake as a means of making all job classes available to minorities and women.

Note that the first four factors are all location-specific, that is they depend on local characteristics of the labor force in the area immediately surrounding a particular facility. As a result, when applied to the University, these factors yield different availability estimates for the same job classifications at different campuses. This is especially true for those EEO-6 job classifications which are filled primarily through local recruitment: Technical/Paraprofessional, Secretarial/Clerical, Skilled Crafts, and Service/Maintenance. Availability estimates for these classifications vary considerably from campus to campus, depending on local labor conditions, and therefore no single, meaningful availability estimate can be derived for the University as a whole.

There is greater uniformity of availability estimates within the other EEO-6 job classifications — Executive/Administrative/Managerial, Faculty, and Professional Non-Faculty — because recruitment for these types of positions draws from statewide and national availability pools and is thus less subject to local variation. In the Faculty category, for example, availability estimates are based on the nationwide proportion of Ph.D.s (as well as other advanced degrees) awarded annually to minorities and women. Consequently, greater weight is given to factor 5 — "availability of minorities and women having requisite skills in an area in which the contractor can reasonably recruit" -- and less weight is given to factors 1 and 4 in determining the effective availability of women and minorities for faculty positions.

However, while less subject to variation across campuses, availability estimates for faculty, professional, and management positions vary markedly across different fields and disciplines. This reflects the fact that women and minority Ph.D. holders tend to be concentrated in the fields of education, social sciences, and humanities, but are sharply underrepresented in the "hard" sciences and engineering. In 1980, for example, women received only three percent of all Ph.D.s in engineering but 45 percent of the Ph.D.s in education; approximately one third of all Ph.D.s awarded to minorities were in the field of education (National Research Council, Summary Report 1980: Doctorate Recipients from U.S. Universities, pp. 24-29).

In view of these differences among fields, it makes little sense to speak in terms of an overall "availability" figure for academic or professional positions. If they are to be meaningful, availability estimates must be based on the pool of qualified candidates within particular fields and disciplines.

Moreover, within particular fields and disciplines, availability also varies according to the level of the position being recruited. In the Faculty category, for example, availability estimates differ at the Assistant, Associate, and Full Professor levels in most disciplines. These variations reflect the fact that the pool of women and minority Ph.D.s was smaller in earlier years, and availability for more senior positions must be based on an earlier time period in order to allow for normal rates of advancement through the tenure track.

In short, availablity estimates within the seven EEO-6 job classifications vary according to the location of the campus, the particular field or discipline in which a position exists, and the level of the position being recruited. The seven broad classifications used in the EEO-6 format are inappropriate for determining availability and thus are not employed in reviewing underutilization. Federal regulations require more specific methods for determining availability and underutilization within particular job catergories and organizational units, as must be submitted annually in campus Affirmative Action Plans.

C. SPECIFIC RESULTS

Table 7 shows the percentage of new hires of ethnic minorities and women for 1979-1981. Overall, minorities represented 27.8 percent of the new hires, while women comprised 67.0 percent. A third column has been included in the Table to show the percentage of minority women among new hires and thus avoid the problem of "double counting"; minority women represented 17.8 percent of new hires.

Looking at individual EEO-6 categories, it is evident that the greatest proportion of minority hires has occurred in non-professional classifications: Technical/Paraprofessional, Secretarial/Clerical, Skilled Crafts, and Service/Maintenance. A lower percentage of new hires has gone to minorities in the Executive/Administrative/Managerial and Faculty categories. However, it should also be noted that the percentage of minority hires in the latter classifications is significantly above their percentage of the workforce. Minorities comprised 17.5 percent of new hires in the Executive category, compared to 11.9 percent who were employed in that same category in 1979. Similarly, minorities comprised 14.3 percent of new appointments to the Faculty category during 1979-1981, compared to 11.2 percent representation of minorities on the faculty in 1979. Insofar as the rate of new hires exceeds the proportion of minorities already within the workforce, positive change is indicated.

Women comprised a substantial proportion of new hires in every EEO-6 category except Skilled Crafts, where they received only 5.1 percent of new hires. However, women received 37.9 percent of appointments to the Executive/Administrative/Managerial category, 28.7 percent of new appointments to the

Table 7

Percent of New Hires of Women and Minorities by EEO-6 Categories

1979-1981

Primary Occupational Activity	Minorities as a Percentage of those Hired	Women as a Percentage of those Hired	Minority Women as a Percentage of those Hired
Executive/ Administrative/ Managerial	17.5	37.9	8.9
Faculty	14.3	28.7	3.8
Professional/ Non-Faculty	18.8	72.1	12.9
Technical/Para-Professional	30.1	57.1	18.1
Secretarial/ Clerical	29.7	85.4	24.4
Skilled Crafts	21.3	5.1	0.5
Service/ Maintenance	54.5	34.0	17.4
All Categories	27.8	67.0	17.8

Faculty category, and 72.1 percent of new hires within the Professional Non-Faculty category.

(In assessing the impact of new hires upon different job categories, it is of course also important to examine the rate of separations within each category in order to assess overall movement into and out of particular job classifications. Data on separations are included in the detailed tables presented in Section II, above. However, the separation data do not appear to indicate any consistent overall trends across the seven broad EEO-6 job classifications.)

Table 8 shows five-year changes in the University workforce for the period 1977 through 1981. The first three columns show the percentage of women and minorities within each EEO-6 category during 1977, 1979, and 1981. The fourth column shows percentage changes within each category between 1977 and 1981.

As Table 8 indicates, gains in the proportion of women and minorites have occurred in almost all job categories. The largest gains have occurred in the Executive/Administrative/Managerial category, where the proportion of women has increased over 9 percent, while minorities have increased 3 percent. The Professional Non-Faculty, Technical/Paraprofessional, and Skilled Crafts categories also show steady gains in the percentage of women and minorities over the five-year period.

Although the percentage of both women and minorities within the Faculty category has consistently increased each year since 1977, overall progress has been slow. The percentage of women increased from 17.2 percent in 1977 to 18.8 percent in 1981, a percentage increase of 1.6 percent. The percentage of minorities in the Faculty category increased from 10.6 percent in 1977 to 11.4 percent in 1981, a percentage increase of only 0.8 percent. In actual numbers women Faculty increased by 248, and minorities increased by 95.

Two main factors appear to count for the relatively slow rate of progress in the Faculty category. First is the low availability of women and minority Ph.D.s in many fields, particularly the highly specialized, high-demand disciplines. As noted previously, women and minority Ph.D.s tend to be concentrated in fields outside the high-demand disciplines. However, the current shift in student preferences toward business and management, the hard sciences, engineering, and the technical fields has created opportunities for faculty hiring primarily in those areas where women and minority Ph.D.s are in shortest supply.

A second factor is the low rate of turnover among faculty. Among ladder-rank faculty, for example, only about four percent of approximately 7,000 ladder positions at UC open up each year. Consequently, even if women and minorities are hired at an annual rate exceeding the national availability figures, the impact is small, and change in the overall composition of the faculty is necessarily slow. Continuing progress in faculty affirmative action must be based on acknowledgement of the need for consistent efforts over a sustained period of time, rather than upon the expectation of sudden and dramatic change.

Table 8

Percent and Percentage Change of Women and Minorities within EEO-6 Categories

1977-1981

Primary Occupational Activity	1977 Percent		1979 Percent		1981 Percent		Percentage Change 1977-1981	
	Women	Minorities	Women	Minorities	Women	Minorities	Women	Minorities
Executive/ Administrative/ Managerial[1]	28.6	10.1	33.3	12.0	37.8	13.1	+9.2	+3.0
Faculty[2]	17.2	10.6	17.6	11.2	18.8	11.4	+1.6	+0.8
Professional/ Non-Faculty	64.3	19.3	65.3	20.6	66.2	21.5	+1.9	+2.3
Technical/Para-Professional	53.0	34.4	54.6	36.6	54.1	37.9	+1.1	+3.5
Secretarial/ Clerical	86.5	29.5	86.4	30.7	85.7	32.5	-0.8	+3.0
Skilled Crafts	2.6	19.6	5.2	22.6	5.6	24.5	+3.0	+4.9
Service/ Maintenance	35.4	59.5	35.1	61.7	35.0	62.4	-0.4	+2.9

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[1] The 1977 data for the Executive/Administrative/Managerial category are based on a corrected total of 1,562 persons in this category (as corrected March 13, 1981) and thus differ slightly from the data originally submitted to CPEC.

[2] For the 1979-81 reporting period, Student Assistants ("Other, other faculty") were excluded from the EEO-6 "Faculty" category, although Student Assistants had been previously included during the 1977-79 reporting period. To permit comparisons between the 1977-79 and 1979-81 reporting periods, it was therefore necessary to recompute the 1977-1979 "Faculty" data with the "Other, other faculty" subcategory removed. Consequently, the proportion of women and minority faculty indicated by this table for 1977 and 1979 differs slightly from the figures originally submitted to CPEC in 1980.

Turning to the remaining EEO-6 categories — Secretarial/Clerical and Service/Maintenance — Table 8 shows that there has been negative change in only two areas: women decreased by 0.8 percent in the Secretarial/Clerical category, and by 0.4 percent in the Service/Maintenance category. (Minorities increased by approximately three percent in both areas.) However, the percentage decrease of women in the Secretarial/Clerical category might actually be viewed as a positive result from the standpoint of affirmative action, reflecting inroads in desegregating a traditionally female-dominated occupational category. Despite the percentage decrease, women still comprise 85.7 percent of the Secretarial/Clerical category.

D. PROGRAMMATIC STRENGTHS AND WEAKNESSES

Of the variety of affirmative action personnel programs at the University of California, probably the most significant is the Employee Development Program. This program was initiated in 1978 with $604,700 from the State and $300,000 in University Opportunity Funds. (In addition, The Regents contribute over $1.6 million annually in University Opportunity Funds to support other employee affirmative action efforts.) The objective of the Employee Development Program is to promote affirmative action through "upward mobility programs of faculty, management, and staff development" (1978 Governor's budget language). Separate programs have been established for management, faculty, and staff employees.

The Management Fellowship Program is the smallest of the three programs, in terms of the number of participants involved, though perhaps the most visible. The main feature of this program is the matching of selected Fellows with high-level University management officials in a mentoring relationship. A total of 57 Management Fellowships have been awarded to date, all of whom have been women and/or minorities. Moreover, preliminary results are quite positive: of 46 participating Fellows in the first two years of the program, 16 have already moved up into different jobs within the University, and another five have assumed higher-level jobs outside the University. In addition, several other Fellows have completed advanced degrees which will undoubtedly make them more competitive for promotional opportunities in the future.

The Faculty Development Program provides financial support and release time to women and minority junior faculty in order to pursue scholarly and scientific research and thus improve their chances for tenure. With some exceptions, individual Faculty Development awards are typically small ($2,500 - $3,000) and are distributed in just a few, basically similar forms: summer salaries, sabbatical leave supplements or special leaves with salary for one or two quarters, and stipends for research assistance, travel to professional meetings, and so forth. The need to provide release time is viewed as especially important to remove obstacles to tenure posed by the extraordinary student advising and committee workloads carried by many women and minority faculty. A total of 291 Faculty Development awards have been made to women and/or minority faculty since 1978.

Although the program has now been in operation for four years, it is still too soon for a definitive assessment of its impact on faculty promotions and tenure. Since the program was deliberately aimed at the junior faculty level (second-, third-, and fourth-year Assistant Professors), the first cohort (4th year Assistant Professors in 1978-79) will not come up for tenure until this year, and it will undoubtedly take two to three more years for there to be a large enough group upon which to base an evaluation.

Nevertheless, based on experience across the campuses to date, preliminary indications are that the program is achieving its intended objectives. In addition to providing actual resources and advancement opportunities to those already within the University, the Faculty Development Program has proved very useful as a recruitment incentive in attracting women and minority faculty from outside, given the increasingly intense competition among institutions of higher education in bidding for the services of many such individuals.

The Staff Affirmative Action Program is by far the most diversified of the three components of Employee Development. Included in this area are: career development workshops, scholarships to support employee training and education, staff internships, support for special events such as Disability Day, Affirmative Action Training for Supervisors, and intercampus collaborations such as the Mid-Management Assessment Center (aimed at evaluating and developing the management potential of staff employees). Preliminary evaluation of the Staff Affirmative Action Program indicates that the program is reaching the intended target groups — over 90 percent of program participants have been minorities and/or women (some specific programs, such as Disability Day or Affirmative Action Training for Supervisors, are not intended exclusively for women and minorities) — and that program cost/per participant is competitive with similar employee development programs in the private sector. Data on program impact are available only for the first two years, but the limited data available do suggest that a sizeable number of program participants have received subsequent promotions, transfers, or reclassifications.

However, budgetary constraints pose a significant obstacle to needed expansion of the Staff Affirmative Action Program, particularly in view of the sheer number of staff employees who are women and minorities. Approximately 32,000 women and minority staff are employed by the University of California, but current programmatic efforts have barely scratched the surface in tapping the vast potential represented by this pool of people. Significant additional resources are required to support demonstrable programmatic needs and potential in the staff development area.

Budgetary constraints also pose a significant problem in the area of faculty affirmative action. Further progress in faculty affirmative action is critically dependent on the pool of women and minority Ph.D.s within different academic fields and disciplines. The number of women and minorities who enter and complete graduate training — especially within the highly specialized, high-demand disciplines — must be substantially increased if faculty affirmative action efforts are to be meaningful and effective. Yet the most recent data show an overall decline in minority graduate enrollments, and women graduate and professional students remain disproportionately concentrated in areas outside the high-demand fields. At the same time, the State has shown an unwillingness to support graduate and professional student affirmative action programs. There is an urgent need for better understanding and acknowledgement of the close interrelationship between faculty and graduate student affirmative action efforts, with correspondingly higher levels of support for programs aimed at increasing the number of women and minority graduates in the pool from which future faculty appointments will be made.

APPENDIX D

1982 REPORT OF THE CALIFORNIA STATE UNIVERSITY

Note: Additional information submitted by The California State University is available in the Commission offices.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

AKERSFIELD · CHICO · DOMINGUEZ HILLS · FRESNO · FULLERTON · HAYWARD · HUMBOLDT · LONG BEACH · LOS ANGELES · NORTHRIDGE
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FFICE OF THE CHANCELLOR
13) 590- 5540

TWENTY YEARS OF SERVICE TO CALIFORNIA
CSUC/20
The California State University and Colleges

April 30, 1982

Dr. Horace Crandell
Postsecondary Education Administrator
California Postsecondary
Education Commission
1020 Twelfth Street
Sacramento, California 95821

Dear Horace:

I have enclosed our response to the questions raised by your office with regard to AB 105 for the time period 1979-81. I have also included the actual employment data highlighting promotion, new hire, and separation trends by campus as well as a systemwide summary.

In addition, a narrative summary of employment trends, which follows your previous format, is also attached. Should you require any additional information, please feel free to contact me at your earliest convenience.

I appreciate the assistance and cooperation we have received from Jan and yourself on this matter, and I look forward to seeing you soon.

Sincerely,

Jeff Stetson
Affirmative Action Officer
Faculty and Staff Affairs

JS/ep

Enclosures

cc: Robert E. Tyndall
Arlene Gallego
Dexter Henderson

00 GOLDEN SHORE, LONG BEACH, CALIFORNIA 90802
INFORMATION: (213) 590-5506

Narrative 1. Evaluation examining patterns of underutilization of women and minority employees among different job categories compared with the availability of qualified women and minorities for different job categories.

Question 1a. What means are used to determine a "pattern of underutilization" in each of the 7 EEO-6 job categories? How are availability pools determined for each of the different job categories?

The response to this question is similiar to our evaluative statement submitted in our first report highlighting affirmative action programs between 1977 through 1979. "Underutilization" is not determined by reviewing broad EEO-6 categories and then interfacing those categories with availability data. While these broad categories may be useful as a cursory indicator of employment trends, they are not appropriate as a realistic measurement of progress or performance.

Once appropriate job groups are established, which would include such considerations as similiar job responsibilities, content, and wages, then underutilization can be determined by comparing actual employment utilization with employment availability data. The source of availability data is contingent upon the job group being analyzed and the recruitment area.

For example, for a tenure-track faculty position, the recruitment area is usually nationwide, and the availability based on the percentage of ethnic minorities and women throughout the country who most typically have acquired a terminal degree. A recruitment effort for a carpenter, however, might be a relatively local search (25-50 miles surrounding the campus) while the availability is based on relevant census data or manpower studies reflecting employment information by gender and ethnicity.

Narrative 2. Evaluation examining specific results of affirmative action programs in reducing underutilization of women and minorities.

Question 2a. Which job categories, or subareas of job categories, have been identified over the past two years as evidencing underutilization of women or minorities, and what have been the specific results of affirmative action programs in redressing this underutilization?

The answers to the questions above obviously differ depending upon the campus reviewed as well as the employment category considered. However, as we know, the greatest underrepresentation of ethnic minorities in particular, and women in some categories, continues to be in the faculty, as well as the more senior executive positions. There is also significant underrepresentation of minorities and women in the skilled crafts, although some progress has been made in this employment category in the last two years.

The term "underrepresentation" means something substantially different than the term "underutilization" which by definition depends upon availability data. For example, there may be no underutilization of women and ethnic minorities in such academic departments as engineering, computer science, and management, and yet there may be no minorities and women employed in those departments. Even though the availability data would "justify" the employment utilization within the departments, the absence of a diverse work force would, nonetheless, be a major concern which would necessitate different recruitment strategies and affirmative action efforts.

While we have made some gains in the percentage of minorities and women hired, separation rates are still fairly high. The following figures represent the percentage of minorities and women hired during 1979-81 by EEO-6 employment category:

1979-1981 Hires

	Minorities as a Percentage of those Hired	Women as a Percentage of those Hired
Executive	23.0	27.9
Faculty	15.1	34.4
Professional	30.0	45.1
Secretarial	31.2	90.4
Technical	29.3	40.4
Skilled Craft	25.6	6.7
Service	49.1	28.2
All Categories	27.7	51.0

As noted above, the hiring rates in most of the categories, are fairly impressive. However, a more detailed analysis in keeping with our assessment of EEO-6 categories will be required before any definitive statement can be made regarding affirmative action progress.

Narrative 3. Evaluation of both strengths and inadequacies of current affirmative action programs, including inadequacies resulting from budgetary constraints.

Question 3a. Which specific affirmative action programs have been the most successful over the past 2 years? What are the particular strengths that have made these programs successful? What have been the weaknesses or inadequacies in your affirmative action programs, and how might they be rectified? What are the impediments precluding, or hampering resolution of the inadequacies?

The two specific, separately funded, affirmative action programs appear to be major successes. The Administrative Fellows Program and the Affirmative Action Faculty Development Program both have contributed to upward mobility of existing staff. Preliminary studies would indicate that the two programs have been well received and are viewed as directly responsible for the retention and promotion of a number of women and ethnic minorities.

In addition, this past year marked the first full year of funding for affirmative action programs for employees with disabilities and provided a number of key resources to campuses in an effort to more fully respond to the reasonable accommodation request of employees and applicants for employment.

A number of key administrative appointments have been made in the last two years, which reflect a more sensitive and aware response of the importance of affirmative action programs to the California State University. The weaknesses of the program can be tied into the problems the system as a whole faces, as well as a more conservative national mood, which directly or indirectly influences our efforts.

The obvious fiscal constraints hampers not only recruitment efforts but also has a demoralizing impact on existing employees. Layoffs and the threat of layoffs continue to adversely affect women and ethnic minorities, many of whom were recently hired and, therefore have less employment security. Hiring freezes and mid-year budget reductions further exacerbates an already difficult task of implementing affirmative action objectives from recruitment efforts, to training workshops, to promotion opportunities.

Hiring efforts in faculty positions are particularly troublesome given the kinds of academic disciplines which are currently in greatest demand. The number of qualified women and minorities in these disciplines are relatively few and their marketability fairly great. These are problems that face all segments of higher education throughout most of the nation and are particularly acute in this state generally, and within the California State University, specifically.

Question 3b. Have the changing academic preferences of students affected affirmative action hiring, promotion or separation of faculty and administrative staff, and if so, to what extent?

Our response would not change from the first report reviewing the years 1977-1979. Our system is formula driven, and the number of students in a given discipline impact the number of faculty required. As students shift to management programs, engineering, and computer sciences, and away from education and the social sciences, the impact on affirmative action efforts are immediate and alarming.

As we indicated earlier, the disciplines where we are doing most of our hiring do not have a reasonably sufficient diverse pool of qualified and competitive minorities and women. The disciplines where we have shrinking enrollments have the greatest number of minorities and women as potential employees. The situation is obviously as frustrating as it is disturbing.

Of greater long range concern, however, is not the academic preferences of students per se, but rather whether or not the students themselves will reflect the kind of potential employment pool which would assist affirmative action efforts in the future. Since systems like our own create our future employment sources, the current limitations in access, due to either changing admissions requirements or decreases in financial assistance, may severely impact the possibility of affirmative action implementation in employment for years to come.

This, we believe, is much more of a threat to the viability of affirmative action programs and to a greater extent is at least partially in our control to rectify.

Question 3c. How have budgetary constraints affected the hiring, promotion, or separation of women and minorities in faculty and administrative positions?

We responded to this, in part, in our answer to Question 3a. As a general rule, what affects systems negatively has a greater negative impact on those who recently have had access to them. The extent of our budgetary constraints and the methods that have been externally, as well as internally, imposed to help alleviate these problems most negatively impact ethnic minorities and women.

This occurs in a number of ways, both subtle and dramatic. It may happen with layoffs as in the case of one campus that had more than half of those laid off be women or minorities. It may prevent us from hiring women and minorities because of a hiring freeze imposed. In a more dangerous and perhaps lasting way, it may so thoroughly frustrate affirmative action expectations that administrators, faculty, and staff may simply fail to believe that the employment situation can improve.

Of all the problems, real or perceived, the factor of demoralization may present the greatest obstacle to changing the employment profile of our campuses.

APPENDIX E

1982 REPORT OF THE CALIFORNIA COMMUNITY COLLEGES

Note: Additional information submitted by the California Community Colleges is available in the Commission offices.

HANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES
238 S STREET
ACRAMENTO, CALIFORNIA 95814
16) 445-8752

May 7, 1982

Ms. Janis Coffey
Dr. Horace Crandall
AB 105 Project
California Postsecondary Education Commission
1020 - 12th Street, Second Floor
Sacramento, CA 95814

Dear Ms. Coffey and Dr. Crandall:

I am very pleased to be forwarding the segmental response from the California Community Colleges to your questionnaire on the effectiveness of employment affirmative action programs in higher education. As you know, the California Community Colleges consist of 70 community college districts, each governed by a locally-elected governing board who delegate some of their duties to a district superintendent. Superintendents, therefore, have the primary responsibility for administering districts' budgets, directing through subordinates programs and services to eligible community college students, as well as presenting to the local board of trustees the names of persons recommended for employment or termination of employment with the district. The wide breadth of responsibilities is managed through the assistance of assistant superintendents and presidents, in multi-college districts.

During 1981-82, the Chancellor's Office recommended updated Title 5 regulations on employment affirmative action which were adopted by the Board of Governors and which became effective February 23, 1982. The Board adopted the new regulations in an effort to bring about greater results in the employment of ethnic minorities and women. This laudable objective may possibly be reached if the dismal fiscal uncertainty in the state improves dramatically; or, the programs may be more effective if a way is found to protect the most recently hired when staff cutbacks become a reality as may be the case on May 15th.

The questionnaire supplied by your office was distributed with a cover memorandum from Mr. Gerald C. Hayward, Chancellor, to all 70 districts. Forty-seven districts submitted timely responses which formed the basis for this segmental response.

In Appendices A-E, specific colleges' responses are listed without the identity of the district being listed. Some districts responded to all the questions while a few did not, which resulted in differing numbers of responses in each appendix. Finally, a listing of all colleges submitting responses is found in Appendix G and a listing of colleges failing to respond is found in Appendix H.

In the Chancellor's Office Report to the Legislature on the California Community Colleges Affirmative Action Program, the numbers of ethnic minorities and women currently employed will be publicized along with a comparison with prior years' statistics (1977, 1979, 1981) on the same groups.

Please call me if you need any clarification (2-6290).

Sincerely,

Juana Barbarita

Juana Barbarita
Administrator for Affirmative
Action Programs

Enclosure

cc: Gerald C. Hayward
Gus Guichard

NARRATIVE EVALUATION OF DISTRICT AFFIRMATIVE ACTION PROGRAMS
CALIFORNIA COMMUNITY COLLEGES

I. Background

Assembly Bill 105, codified in Education Code Section 66903.1, et. seq., requires that the California Postsecondary Education Commission (CPEC) maintain a registry of women and ethnic minorities available for employment in academic and administrative positions in public institutions of higher education. This same statute requires that responses be prepared regarding the effectiveness of affirmative action programs in the three segments of public higher education. In the Spring of 1982, CPEC requested that the Chancellor's Office of the California Community Colleges prepare a narrative evaluation of affirmative action programs of the seventy community college districts.

II. Methodology

The Chancellor's Office distributed a memorandum, with attached questions, to all community college district affirmative action officers in order to obtain responses needed for the preparation of the narrative evaluation of affirmative action programs. A copy of the memorandum, without the questions, was mailed to the chief executive officer of each district. (Copies of the memorandum and questionnaire is found in Appendix F.) Forty-seven districts submitted responses to the questionnaire by the deadline. (A list of these districts is found as Appendix G of this report.)

III. Findings

Question A. PREPARE A "NARRATIVE EVALUATION EXAMINING PATTERNS OF UNDERUTILIZATION OF WOMEN AND MINORITY EMPLOYEES AMONG DIFFERENT JOB CATEGORIES COMPARED WITH THE AVAILABILITY OF QUALIFIED WOMEN AND MINORITIES FOR DIFFERENT JOB CATEGORIES."

Question a. What means are used to determine a "pattern of underutilization" in each of the 7 EEO-6 job categories?

Response a.

Answers to this question provided by the community college districts responding to our inquiry were quite uniform in stating that underutilization of women and ethnic minorities in the seven EEO-6 job categories was determined by comparing the differences between the districts' workforce figures and percentage figures that had been provided by the Chancellor's Office. These percentages were those found in the 1970 Census pertaining to workforce availability for the State of California. The State Personnel Board also uses the same percentages for all job categories in state service.

Question b. How are availability pools determined for each of the different job categories?

Response b.

Answers to this part of the question varied considerably from those answers provided for subpart a. Among the more popular resources listed to determine availability pools are such resources as:

1. Affirmative Action manpower data
2. State Employment Development Department (EDD) Projections
3. Ocupational employment data by cities, (EDD)
4. District Affirmative Action Advisory Committees
5. Affirmative Action Consortium
6. Information Digest published by CPEC

Generally speaking, community colleges use a statewide availability pool of qualified women and ethnic minority persons for professional level positions such as for administrators, faculty members, and professional non-faculty members and a local availability pool with an approximate radius of thirty miles for the non-professional jobs such as secretarial, clerical, technical, paraprofessional, skilled crafts, and service-maintenance jobs. In many cases, the search for a new superintendent may involve nation-wide recruitment through advertisements in periodicals directed to administrators already employed in higher education and mailings to personnel offices in colleges throughout the United States. Districts are strongly encouraged to include organizations whose members include large numbers of women and/or ethnic minority persons in their recruitment efforts in order to increase the pools of qualified applicants.

Specific district comments are included in Appendix A.

Question B. PREPARE A "NARRATIVE EVALUATION EXAMING SPECIFIC RESULTS OF THE DISTRICT AFFIRMATIVE ACTION PROGRAMS IN REDUCING UNDERUTILIZATION OF WOMEN AND MINORITIES."

Question a. Which job categories, or subareas of job categories, have been identified over the past two years as evidencing underutilization of women or minorities?

Response a.

Community college districts reported underrepresentation of women and ethnic minorities in almost all job categories. Those categories with the greatest underrepresentation included the executive/administrative/managerial, the faculty, and skilled crafts. More specifically, faculty departments that had few women and/or ethnic minorities included agriculture, natural sciences, physical sciences, computer science, life sciences, public safety, and technical/industrial/skilled crafts departments.

Hispanics were the ethnic persons cited as the most underrepresented along with women. Additionally, some district personnel reported great difficulty in hiring ethnic minority women.

Specific district comments are included in Appendix B.

Question b. What have been the specific results of affirmative action programs in redressing this underutilization?

Response b.

Community college district have undertaken various procedures in redressing this underrepresentation such as revising the mailing lists to include ethnic minority groups and women's groups. This revision resulted in increased numbers of applications from protected group members in some districts. Districts also instituted staff in-service programs on the affirmative action program with coverage of such concepts as equal employment opportunity/affirmative action hiring and employment goals for protected group members. The results included an increased awareness among faculty and staff about the meaning of "using equal opportunity concepts affirmatively" each time selection committees met to screen qualified applicants. In different instances, districts have been able to hire protected group members despite very limited employment opportunities in a given district.

Special projects such as the Employment Training Program (ETP), and Indochinese Refugee Assistance Program (IRAP), and the English as a Second Language (ESL) Program have attracted more minorities. Unfortunately, funding for these programs is being reduced.

Question C. PREPARE A "NARRATIVE EVALUATION OF BOTH STRENGTHS AND INADEQUACIES OF CURRENT AFFIRMATIVE ACTION PROGRAMS, INCLUDING INADEQUACIES RESULTING FROM BUDGETARY CONSTRAINTS."

Question a. Which specific affirmative action programs have been the most successful over the past 2 years?

Response a.

Districts responding to this question indicated that among the most successful affirmative action programs have been the following:

1) Developing screening and selection procedures that comply with affirmative action and equal employment opportunity requirements;

2) appointing a full-time affirmative action officer to ensure district meets legal requirements;

3) increasing staff awareness regarding affirmative action and non-discrimination in the employment process;

4) targeting vacant positions for extensive and extended recruitment;

5) publicizing district aa policy and results of program; enlisting affirmative action advisory committee members to recruit;

6) improving skills of older as well as newer employees to enhance their promotability; and,

7) adopting employment goals for women and ethnic minorities.

Response b.

Districts responding to this question indicated that the particular strengths that have made these programs successful have been increased administrative support for affirmative action; increased staff cooperation and commitment to the new programs to achieve the objective of affirmative action programs. Additionally, consistency of effort and process was mentioned as a strength as were increased support by the governing board, the adoption of Title 5 regulations addressing complaints of unlawful discrimination, and the determination of college staff to make the changes necessary which will provide equal opportunity for all.

Question c. What have been the weaknesses or inadequacies in your affirmative action programs, and how might they be rectified?

Response c.

The inadequacies or weaknesses of affirmative action programs were (1) staff unwillingness to change, (2) lack of revenue resources to fund needed faculty positions, (3) lack of "clout", (4) Reagan's administration policy and actions towards affirmative action programs, (5) "last in - first out" concept in lay-offs, (6) overly-optimistic goals and timetables, (7) Non-institutionalization of affirmative action programs, (8) existing staff biases, (9) a general lack of interest in affirmative action issues, and (10) lack of support of affirmative action by elected officials.

In terms of how to remedy the problem those that responded to this query stated it very precisely, what is needed is "adequate funding".

Question d. What are the impediments precluding, or hampering, resolution of the inadequacies?

Response d.

The majority of respondents agreed that budgetary constraints were the biggest impediment. Other impediments included: (1) Reagan administration's attitude towards affirmative action, (2) "reluctance of selection committees to hire highly-qualified women and minorities over qualified white males," (3) the inability to attract a more representative pool of applicants.

District responses to this question can be found in Appendix C of this report.

Question D HAVE THE CHANGING ACADEMIC PREFERENCES OF STUDENTS AFFECTED AFFIRMATIVE ACTION HIRING, PROMOTION OR SEPARATION OF FACULTY AND ADMINISTRATIVE STAFF, AND IF SO, TO WHAT EXTENT?

Response

As a general rule, the responses to this question were negative, i.e., the changing of academic preferences of students has not affected affirmative action hiring, promotion, and separation programs.

Question E. HOW HAVE BUDGETARY CONSTRAINTS AFFECTED THE HIRING, PROMOTION, OR SEPARATION OF WOMEN AND MINORITIES IN FACULTY AND ADMINISTRATIVE POSITIONS?

Response e.

Budgetary constraints have had a negative impact on the opportunity for hiring and promoting women and minorities. In-house reorganization has taken place in order to avoid new hires. Most districts are experiencing a "freeze" in hiring thus resulting in fewer job openings. Separations have not occurred in great numbers, as yet, though some districts are anticipating to do this in the very near future.

Examples of district comments can be found in Appendix D and E of this report.

APPENDIX G

COMMUNITY COLLEGE DISTRICTS THAT RESPONDED TO AB 105 SURVEY

Allan Hancock Community College District
Antelope Valley Community College District
Butte Community College District
Cabrillo Community College District
Cerritos Community College District
Chaffey Community College District
Citrus Community College District
Coast Community College District
Compton Community College District
El Camino Community College District
Fremont-Newark Community College District
Gavilan Community College District
Glendale Community College District
Grossmont Community College District
Hartnell Community College District
Imperial Community College District
Kern Community College District
Lake Tahoe Community College District
Long Beach Community College District
Los Angeles Community College District
Marin Community College District
Merced Community College District
Monterey Peninsula Community College District
Mt. San Antonio Community College District
Mt. San Jacinto Community College District
North Orange County Community College District
Palomar Community College District
Palo Verde Community College District
Pasadena Area Community College District
Peralta Community College District
Redwoods Community College District
Rio Hondo Community College District
Riverside Community College District
San Diego Community College District
San Joaquin Delta Community College District
San Luis Obispo Community College District
Santa Barbara Community College District
Santa Monica Community College District
Shasta-Tehama-Trinity Community College District
Sierra Community College District
Solano Community College District
South County Community College District
State Center Community College District
Ventura County Community College District
West Kern Community College District
Yosemite Community College District
Yuba Community College District

APPENDIX H

DISTRICTS WHICH DID NOT SUBMIT TIMELY RESPONSES TO QUESTIONNAIRE ON AB 105

Barstow Community College District
Coachella Valley Community College District
Contra Costa Community College District
Foothill-DeAnza Community College District
Lassen Community College District
Los Rios Community College District
Mendocino-Lake Community College District (lost in mail)
Mira Costa Community College District
Napa Community College District
Rancho Santiago Community College District
Saddleback Community College District
San Bernardino Community College District
San Francisco Community College District
San Jose Community College District (Received too late)
San Mateo Community College District
Santa Clarita Community College District
Sequoias Community College District
Siskiyou Community College District
Sonoma County Community College District
Southwestern Community College District
Victor Valley Community College District
West Hills Community College District
West Valley Community College District

APPENDIX F

STATISTICAL TABLES, UNIVERSITY OF CALIFORNIA

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HIGHER EDUCATION STAFF INFORMATION (EEO-6) -- 1977, 1979, 1981
FULL-TIME-STAFF BY SELECTED OCCUPATIONAL ACTIVITY AND SALARY RANGE, 9-MONTH CONTRACT
UNIVERSITY OF CALIFORNIA

ACTIVITY	GRAND TOTAL	MALE						FEMALE					
		TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE
FACULTY: 1977													
BELOW $7,500..............	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 7,500 - 9,999.........	-	-	-	-	-	-	-	-	-	-	-	-	-
$10,000 - 12,999.........	29	14	13	1	-	-	-	15	13	-	-	2	-
$13,000 - 15,999.........	580	372	309	17	24	20	2	208	174	6	11	14	3
$16,000 - 18,999.........	1,187	897	764	32	48	45	8	290	250	14	9	14	3
$19,000 - 24,999.........	1,907	1,681	1,532	29	36	80	4	226	200	9	9	4	4
$25,000 - 29,999.........	900	854	786	10	14	43	1	46	44	-	1	1	-
$30,000 and above.........	914	893	834	8	13	37	1	21	20	-	1	-	-
TOTAL.....................	5,517	4,711	4,238	97	135	225	16	806	701	29	31	35	10
PERCENT...................	100.0	85.4	76.8	1.8	2.4	4.1	0.3	14.6	12.7	0.5	0.6	0.6	0.2
FACULTY: 1979													
BELOW $7,500..............	1	1	1	-	-	-	-	-	-	-	-	-	-
$ 7,500 - 9,999.........	2	2	2	-	-	-	-	-	-	-	-	-	-
$10,000 - 12,999.........	14	6	5	-	1	-	-	8	6	-	1	1	-
$13,000 - 15,999.........	51	31	29	1	1	-	-	20	19	-	-	1	-
$16,000 - 18,999.........	772	498	425	16	34	21	2	274	234	9	9	21	1
$19,000 - 24,999.........	1,752	1,379	1,193	47	63	70	6	373	314	17	19	17	6
$25,000 - 29,999.........	970	874	784	18	18	51	3	96	88	4	1	3	-
$30,000 and above.........	1,994	1,913	1,769	18	30	94	2	81	77	1	2	1	-
TOTAL.....................	5,556	4,704	4,208	100	147	236	13	852	738	31	32	44	7
PERCENT...................	100.0	84.7	75.7	1.8	2.6	4.2	0.2	15.3	13.0	0.6	0.6	0.8	0.1
FACULTY: 1981													
BELOW $7,500..............	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 7,500 - 9,999.........	-	-	-	-	-	-	-	-	-	-	-	-	-
$10,000 - 12,999.........	7	6	6	-	-	-	-	1	1	-	-	-	-
$13,000 - 15,999.........	36	13	8	2	2	1	-	23	22	1	-	-	-
$16,000 - 18,999.........	184	89	77	2	2	7	1	95	82	1	6	5	1
$19,000 - 24,999.........	1,233	833	706	29	48	46	4	400	340	17	11	30	2
$25,000 - 29,999.........	967	788	692	20	38	33	5	179	149	9	10	7	4
$30,000 - 34,999.........	957	832	752	18	15	45	2	125	118	3	2	2	-
$35,000 - 39,999.........	498	467	421	6	10	29	1	31	30	1	-	-	-
$40,000 - 44,999.........	911	872	790	12	20	49	1	39	37	1	-	1	-
$45,000 - 49,999.........	298	286	272	1	1	11	1	12	10	-	2	-	-
$50,000 and above.........	422	411	385	4	4	18	-	11	11	-	-	-	-
TOTAL.....................	5,513	4,597	4,109	94	140	239	15	916	800	33	31	45	7
PERCENT...................	100.0	83.4	74.5	1.7	2.5	4.3	0.3	16.6	14.5	0.6	0.6	0.8	0.1

HIGHER EDUCATION STAFF INFORMATION (EEO-6) -- 1981
FULL-TIME-STAFF BY SELECTED OCCUPATIONAL ACTIVITY AND SALARY RANGE, 11-MONTH CONTRACT
UNIVERSITY OF CALIFORNIA

ACTIVITY	GRAND TOTAL	MALE						FEMALE					
		TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE
EXEC/ADMIN/MANAGERIAL													
BELOW $7,500	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 7,500 - 9,999	-	-	-	-	-	-	-	-	-	-	-	-	-
$10,000 - 12,999	-	-	-	-	-	-	-	-	-	-	-	-	-
$13,000 - 15,999	-	-	-	-	-	-	-	-	-	-	-	-	-
$16,000 - 18,999	5	2	1	1	-	-	-	3	2	1	-	-	-
$19,000 - 24,999	237	61	52	6	1	1	1	176	147	7	10	11	1
$25,000 - 29,999	322	123	97	12	7	6	1	199	168	13	7	9	2
$30,000 - 34,999	291	160	136	10	8	6	-	131	109	11	7	4	-
$35,000 - 39,999	251	182	155	15	8	3	1	69	61	5	1	1	1
$40,000 - 44,999	269	221	196	9	7	8	1	48	41	3	1	3	-
$45,000 - 49,999	149	119	108	2	3	5	1	30	28	-	1	1	-
$50,000 and above	269	247	236	8	1	2	-	22	21	-	-	1	-
TOTAL	1,793	1,115	981	63	35	31	5	678	577	40	27	30	4
PERCENT	100.0	62.2	54.7	3.5	2.0	1.7	0.3	37.8	32.2	2.2	1.5	1.7	0.2
FACULTY													
BELOW $7,500	3	2	1	-	-	1	-	1	-	-	-	1	-
$ 7,500 - 9,999	2	2	1	-	-	1	-	-	-	-	-	-	-
$10,000 - 12,999	5	5	3	-	-	2	-	-	-	-	-	-	-
$13,000 - 15,999	181	129	95	2	2	30	-	52	42	-	4	6	-
$16,000 - 18,999	359	281	213	3	5	60	-	78	62	4	3	9	-
$19,000 - 24,999	1,004	631	518	7	28	76	2	373	301	12	16	42	2
$25,000 - 29,999	947	648	552	8	16	71	1	299	255	15	4	25	-
$30,000 - 34,999	1,067	758	664	13	18	62	1	309	272	5	5	24	3
$35,000 - 39,999	591	472	423	4	12	31	2	119	112	1	1	4	1
$40,000 - 44,999	408	351	316	3	5	27	-	57	55	-	-	2	-
$45,000 - 49,999	411	366	338	3	4	21	-	45	38	2	-	5	-
$50,000 and above	1,332	1,232	1,139	9	20	62	2	100	87	5	1	7	-
TOTAL	6,310	4,877	4,263	52	110	444	8	1,433	1,224	44	34	125	6
PERCENT	100.0	77.3	67.6	0.8	1.7	7.0	0.1	22.7	19.4	0.7	0.5	2.0	0.1
PROFESSIONAL NON-FACULTY													
BELOW $7,500	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 7,500 - 9,999	-	-	-	-	-	-	-	-	-	-	-	-	-
$10,000 - 12,999	-	-	-	-	-	-	-	-	-	-	-	-	-
$13,000 - 15,999	22	10	6	1	1	2	-	12	6	2	4	-	-
$16,000 - 18,999	1,132	406	312	20	29	44	1	726	576	36	37	73	4
$19,000 - 24,999	6,119	1,412	1,070	86	85	161	10	4,707	3,676	214	162	647	8
$25,000 - 29,999	3,849	1,259	971	68	61	152	7	2,590	1,991	129	71	390	9
$30,000 - 34,999	1,596	808	654	35	32	85	2	788	662	32	23	68	3
$35,000 - 39,999	640	427	349	14	17	45	2	213	159	14	5	35	-
$40,000 - 44,999	232	171	154	2	4	10	1	61	52	1	1	7	-
$45,000 - 49,999	66	53	46	3	-	4	-	13	9	2	1	1	-
$50,000 and above	158	117	109	-	3	5	-	41	37	-	-	4	-
TOTAL	13,814	4,663	3,671	229	232	508	23	9,151	7,168	430	304	1,225	24
PERCENT	100.0	33.8	26.6	1.7	1.7	3.7	0.2	66.2	51.9	3.1	2.2	8.9	0.2
GRAND TOTAL	21,917	10,655	8,915	344	377	983	36	11,262	8,969	514	365	1,380	34
PERCENT	100.0	48.6	40.7	1.6	1.7	4.5	0.2	51.4	40.9	2.3	1.7	6.3	0.2

HIGHER EDUCATION STAFF INFORMATION (EEO-6) -- 1981

FULL-TIME FACULTY BY TENURE STATUS AND RANK

UNIVERSITY OF CALIFORNIA

	GRAND TOTAL	MALE						FEMALE					
		TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE
TENURED													
PROFESSORS................	3,936	3,721	3,423	38	64	189	7	215	205	2	5	3	-
ASSOCIATE PROFESSORS.....	1,504	1,270	1,124	30	53	57	6	234	200	5	9	13	3
ASSISTANT PROFESSORS.....	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTORS..............	-	-	-	-	-	-	-	-	-	-	-	-	-
LECTURERS................	114	73	56	3	6	7	1	41	35	1	2	2	1
OTHER FACULTY............	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL....................	5,554	5,064	4,603	71	123	253	14	490	440	12	16	18	4
PERCENT..................	100%	91.2	82.9	1.3	2.2	4.6	0.3	8.8	7.9	0.[illegible]	0.3	0.3	0.1
NON-TENURED ON TRACK													
PROFESSORS................	-	-	-	-	-	-	-	-	-	-	-	-	-
ASSOCIATE PROFESSORS.....	-	-	-	-	-	-	-	-	-	-	-	-	-
ASSISTANT PROFESSORS.....	1,158	850	729	23	36	59	3	308	269	11	6	21	1
INSTRUCTORS..............	1	1	1	-	-	-	-	-	-	-	-	-	-
LECTURERS................	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER FACULTY............	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL....................	1,159	851	730	23	36	59	3	308	269	11	6	21	1
PERCENT..................	100%	73.4	63.0	2.0	3.1	5.1	0.3	26.6	23.2	0.9	0.5	1.8	0.1
OTHER													
PROFESSORS................	1,128	876	784	15	12	64	1	252	228	5	3	13	3
ASSOCIATE PROFESSORS.....	979	633	542	6	22	63	-	346	284	14	9	38	1
ASSISTANT PROFESSORS.....	1,480	1,073	903	14	29	124	3	407	335	12	12	46	2
INSTRUCTORS..............	93	69	59	1	3	6	-	24	20	1	2	1	-
LECTURERS................	548	321	292	5	10	12	2	227	201	5	4	16	1
OTHER FACULTY............	882	587	459	11	15	102	-	295	247	17	13	17	1
TOTAL....................	5,110	3,559	3,039	52	91	371	6	1,551	1,315	54	43	131	8
PERCENT..................	100%	69.6	59.5	1.0	1.8	7.3	0.1	30.4	25.7	1.1	0.8	2.6	0.2
GRAND TOTAL................	11,823	9,474	8,372	146	250	683	23	2,349	2,024	77	65	170	13
PERCENT.....................	100%	80.1	70.8	1.2	2.1	5.8	0.2	19.9	17.1	0.7	0.5	1.4	0.1

FULL-TIME STAFF
NEW HIRES
FALL 1979 TO FALL 1981

UNIVERSITY OF CALIFORNIA

ACTIVITY	GRAND TOTAL	MALE						FEMALE					
		TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE
EXEC/ADMIN/MANAGERIAL:													
TOTAL....................	280	174	150	13	8	3	-	106	81	14	6	4	1
PERCENT..................	100.0	62.1	53.6	4.6	2.9	1.1	-	37.9	28.9	5.0	2.1	1.4	0.4
FACULTY													
TENURED:													
PROFESSOR..............	137	126	108	4	5	9	-	11	9	1	1	-	-
ASSOC PROFESSOR........	74	54	45	-	1	8	-	20	17	-	1	1	1
ASST PROFESSOR.........	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTOR.............	-	-	-	-	-	-	-	-	-	-	-	-	-
LECTURER...............	8	7	5	-	2	-	-	1	1	-	-	-	-
OTHER RANK.............	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL..................	219	187	158	4	8	17	-	32	27	1	2	1	1
PERCENT................	100.0	85.4	72.1	1.8	3.7	7.8	-	14.6	12.3	0.5	0.9	0.5	0.5
NON-TENURED ON TRACK:													
PROFESSOR..............	-	-	-	-	-	-	-	-	-	-	-	-	-
ASSOC PROFESSOR........	-	-	-	-	-	-	-	-	-	-	-	-	-
ASST PROFESSOR.........	580	442	388	10	15	29	-	138	120	5	2	10	1
INSTRUCTOR.............	1	1	1	-	-	-	-	-	-	-	-	-	-
LECTURER...............	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER RANK.............	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL..................	581	443	389	10	15	29	-	138	120	5	2	10	1
PERCENT................	100.0	76.2	67.0	1.7	2.6	5.0	-	23.8	20.7	0.9	0.3	1.7	0.2
OTHER:													
PROFESSOR..............	-	-	-	-	-	-	-	-	-	-	-	-	-
ASSOC PROFESSOR........	-	-	-	-	-	-	-	-	-	-	-	-	-
ASST PROFESSOR.........	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTOR.............	-	-	-	-	-	-	-	-	-	-	-	-	-
LECTURER...............	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER RANK.............	779	496	413	7	19	56	1	283	246	9	7	21	-
TOTAL..................	779	496	413	7	19	56	1	283	246	9	7	21	-
PERCENT................	100.0	63.7	53.0	0.9	2.4	7.2	0.1	36.3	31.6	1.2	0.9	2.7	-
PROFESSIONAL NON-FACULTY													
TOTAL....................	5,069	1,416	1,117	67	86	135	11	3,653	3,000	129	128	384	12
PERCENT..................	100.0	27.9	22.0	1.3	1.7	2.7	0.2	72.1	59.2	2.5	2.5	7.6	0.2
GRAND TOTAL..............	6,928	2,716	2,227	101	136	240	12	4,212	3,474	158	145	420	15
PERCENT..................	100.0	39.2	32.1	1.5	2.0	3.5	0.2	60.8	50.1	2.3	2.1	6.1	0.2

FULL-TIME STAFF
PROMOTIONS
FALL 1979 TO FALL 1981

UNIVERSITY OF CALIFORNIA

ACTIVITY	GRAND TOTAL	MALE						FEMALE					
		TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE
EXEC/ADMIN/MANAGERIAL:													
WITHIN CLASS	153	69	66	2	1	-	-	84	69	8	5	2	-
TO CLASS	210	95	74	9	5	6	1	115	99	5	6	5	-
TOTAL	363	164	140	11	6	6	1	199	168	13	11	7	-
PERCENT	100.0	45.2	38.6	3.0	1.7	1.7	0.3	54.8	46.3	3.6	3.0	1.9	
FACULTY													
TENURED:													
TO PROFESSOR	371	333	294	7	12	20	-	38	37	-	1	-	-
TO ASSOC PROFESSOR	381	284	252	7	12	13	-	97	75	7	4	8	3
TO ASST PROFESSOR	-	-	-	-	-	-	-	-	-	-	-	-	-
TO INSTRUCTOR	-	-	-	-	-	-	-	-	-	-	-	-	-
TO LECTURER	2	1	1	-	-	-	-	1	1	-	-	-	-
TO OTHER RANK	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL	754	618	547	14	24	33	-	136	113	7	5	8	3
PERCENT	100.0	82.0	72.5	1.9	3.2	4.4	-	18.0	15.0	0.9	0.7	1.1	0.4
NON-TENURED ON TRACK:													
TO PROFESSOR	-	-	-	-	-	-	-	-	-	-	-	-	-
TO ASSOC PROFESSOR	-	-	-	-	-	-	-	-	-	-	-	-	-
TO ASST PROFESSOR	-	-	-	-	-	-	-	-	-	-	-	-	-
TO INSTRUCTOR	-	-	-	-	-	-	-	-	-	-	-	-	-
TO LECTURER	-	-	-	-	-	-	-	-	-	-	-	-	-
TO OTHER RANK	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-
PERCENT	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER FACULTY:													
TO PROFESSOR	-	-	-	-	-	-	-	-	-	-	-	-	-
TO ASSOC PROFESSOR	-	-	-	-	-	-	-	-	-	-	-	-	-
TO ASST PROFESSOR	-	-	-	-	-	-	-	-	-	-	-	-	-
TO INSTRUCTOR	-	-	-	-	-	-	-	-	-	-	-	-	-
TO LECTURER	-	-	-	-	-	-	-	-	-	-	-	-	-
TO OTHER RANK	158	79	67	1	2	8	1	79	66	3	2	7	1
SUBTOTAL	158	79	67	1	2	8	1	79	66	3	2	7	1
PERCENT	100.0	50.0	42.4	0.6	1.3	5.1	0.6	50.0	41.8	1.9	1.3	4.4	0.6
TOTAL	912	697	614	15	26	41	1	215	179	10	7	15	4
PERCENT	100.0	76.4	67.3	1.6	2.9	4.5	0.1	23.6	19.6	1.1	0.8	1.6	0.4
PROFESSIONAL NON-FACULTY													
WITHIN CLASS	2,477	672	530	40	27	72	3	1,805	1,445	69	51	237	3
TO CLASS	996	301	221	20	22	37	1	695	550	42	34	63	6
TOTAL	3,473	973	751	60	49	109	4	2,500	1,995	111	85	300	9
PERCENT	100.0	28.0	21.6	1.7	1.4	3.1	0.1	72.0	57.4	3.2	2.4	8.6	0.3
GRAND TOTAL	4,748	1,834	1,505	86	81	156	6	2,914	2,342	134	103	322	13
PERCENT	100.0	38.6	31.7	1.8	1.7	3.3	0.1	61.4	49.3	2.8	2.2	6.8	0.3

FULL-TIME STAFF
SEPARATIONS
FALL 1979 TO FALL 1981

UNIVERSITY OF CALIFORNIA

ACTIVITY	GRAND TOTAL	MALE						FEMALE					
		TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE
EXEC/ADMIN/MANAGERIAL:													
TOTAL	345	220	185	17	11	6	1	125	112	4	5	4	-
PERCENT	100.0	63.8	53.6	4.9	3.2	1.7	0.3	36.2	32.5	1.2	1.4	1.2	-
FACULTY													
TENURED:													
PROFESSOR	223	217	208	-	4	5	-	6	6	-	-	-	-
ASSOC PROFESSOR	76	67	61	1	2	3	-	9	7	-	1	1	-
ASST PROFESSOR	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTOR	-	-	-	-	-	-	-	-	-	-	-	-	-
LECTURER	15	8	8	-	-	-	-	7	5	1	-	1	-
OTHER RANK	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	314	292	277	1	6	8	-	22	18	1	1	2	-
PERCENT	100.0	93.0	88.2	0.3	1.9	2.5	-	[illegible]	5.7	0.3	0.3	0.6	-
NON-TENURED ON TRACK:													
PROFESSOR	-	-	-	-	-	-	-	-	-	-	-	-	-
ASSOC PROFESSOR	-	-	-	-	-	-	-	-	-	-	-	-	-
ASST PROFESSOR	198	154	122	15	6	11	-	44	37	2	1	3	1
INSTRUCTOR	1	1	1	-	-	-	-	-	-	-	-	-	-
LECTURER	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER RANK	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	199	155	123	15	6	11	-	44	37	2	1	3	1
PERCENT	100.0	77.9	61.8	7.5	3.0	5.5	-	22.1	18.6	1.0	0.5	1.5	0.5
OTHER:													
PROFESSOR	-	-	-	-	-	-	-	-	-	-	-	-	-
ASSOC PROFESSOR	-	-	-	-	-	-	-	-	-	-	-	-	-
ASST PROFESSOR	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTOR	-	-	-	-	-	-	-	-	-	-	-	-	-
LECTURER	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER RANK	722	463	392	4	13	53	1	259	217	8	6	25	3
TOTAL	722	463	392	4	13	53	1	259	217	8	6	25	3
PERCENT	100.0	64.1	54.3	0.6	1.8	7.3	0.1	35.9	30.1	1.1	0.8	3.5	0.4
PROFESSIONAL NON-FACULTY													
TOTAL	5,043	1,425	1,128	69	89	130	9	3,618	3,024	114	106	354	20
PERCENT	100.0	28.3	22.4	1.4	1.8	2.6	0.2	71.7	60.0	2.3	2.1	7.0	0.4
GRAND TOTAL	6,623	2,555	2,105	106	125	208	11	4,068	3,408	129	119	388	24
PERCENT	100.0	38.6	31.8	1.6	1.9	3.1	0.2	61.4	51.5	1.9	1.8	5.9	0.4

APPENDIX G

STATISTICAL TABLES, THE CALIFORNIA STATE UNIVERSITY

HIGHER EDUCATION STAFF INFORMATION (EEO-6) -- 1981
FULL-TIME-STAFF BY SELECTED OCCUPATIONAL ACTIVITY AND SALARY RANGE, 9-MONTH CONTRACT
CALIFORNIA STATE UNIVERSITY

		MALE						FEMALE					
ACTIVITY	GRAND TOTAL	TOTAL	WHITE (NON-HISPANIC)	BLACK (NON-HISPANIC)	HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HISPANIC)	BLACK (NON-HISPANIC)	HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE
EXEC/ADMIN/MANAGERIAL													
BELOW $7,500............	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 7,500 - 9,999.........	-	-	-	-	-	-	-	-	-	-	-	-	-
$10,000 - 12,999.........	-	-	-	-	-	-	-	-	-	-	-	-	-
$13,000 - 15,999.........	-	-	-	-	-	-	-	-	-	-	-	-	-
$16,000 - 18,999.........	-	-	-	-	-	-	-	-	-	-	-	-	-
$19,000 - 24,999.........	4	1	1	-	-	-	-	3	2	1	-	-	-
$25,000 - 29,999.........	5	3	2	-	1	-	-	2	1	1	-	-	-
$30,000 - 34,999.........	4	1	1	-	-	-	-	3	3	-	-	-	-
$35,000 - 39,999.........	3	2	2	-	-	-	-	1	1	-	-	-	-
$40,000 - 44,999.........	4	2	2	-	-	-	-	2	2	-	-	-	-
$45,000 - 49,999.........	3	2	1	-	-	1	-	1	1	-	-	-	-
$50,000 and above........	1	1	1	-	-	-	-	-	-	-	-	-	-
TOTAL....................	24	12	10	-	1	1	-	12	10	2	-	-	-
PERCENT..................	100.0	50.0	41.7	-	4.2	4.2	-	50.0	41.7	8.3	-	-	-
FACULTY													
BELOW $7,500............	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 7,500 - 9,999.........	-	-	-	-	-	-	-	-	-	-	-	-	-
$10,000 - 12,999.........	-	-	-	-	-	-	-	-	-	-	-	-	-
$13,000 - 15,999.........	8	5	5	-	-	-	-	3	2	-	-	-	1
$16,000 - 18,999.........	37	16	16	-	-	-	-	21	16	-	2	2	1
$19,000 - 24,999.........	2,136	1,282	1,051	52	84	88	7	854	729	38	40	41	6
$25,000 - 29,999.........	2,598	1,946	1,665	75	82	113	11	652	564	25	25	35	3
$30,000 - 34,999.........	1,914	1,545	1,330	29	40	138	8	369	328	14	11	15	1
$35,000 - 39,999.........	4,474	3,931	3,621	43	56	202	9	543	500	14	7	21	1
$40,000 - 44,999.........	3	3	3	-	-	-	-	-	-	-	-	-	-
$45,000 - 49,999.........	-	-	-	-	-	-	-	-	-	-	-	-	-
$50,000 and above........	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL....................	11,170	8,728	7,691	199	262	541	35	2,442	2,139	91	85	114	13
PERCENT..................	100.0	78.1	68.9	1.8	2.3	4.8	0.3	21.9	19.1	0.8	0.8	1.0	0.1
PROFESSIONAL NON-FACULTY													
BELOW $7,500............	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 7,500 - 9,999.........	-	-	-	-	-	-	-	-	-	-	-	-	-
$10,000 - 12,999.........	-	-	-	-	-	-	-	-	-	-	-	-	-
$13,000 - 15,999.........	11	6	4	-	1	1	-	5	3	2	-	-	-
$16,000 - 18,999.........	51	19	7	4	7	1	-	32	21	4	2	3	2
$19,000 - 24,999.........	66	29	16	4	5	3	1	37	30	2	4	1	-
$25,000 - 29,999.........	29	12	8	1	1	1	1	17	15	1	-	1	-
$30,000 - 34,999.........	2	-	-	-	-	-	-	2	2	-	-	-	-
$35,000 - 39,999.........	10	8	8	-	-	-	-	2	2	-	-	-	-
$40,000 - 44,999.........	4	2	2	-	-	-	-	2	-	1	-	-	1
$45,000 - 49,999.........	6	4	4	-	-	-	-	2	1	-	-	1	-
$50,000 and above........	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL....................	179	80	49	9	14	6	2	99	74	10	6	6	3
PERCENT..................	100.0	44.7	27.4	5.0	7.8	3.4	1.1	55.3	41.3	5.6	3.4	3.4	1.7
GRAND TOTAL..............	11,373	8,820	7,750	208	277	548	37	2,553	2,223	103	91	120	16
PERCENT..................	100.0	77.6	68.1	1.8	2.4	4.8	0.3	22.4	19.5	0.9	0.8	1.1	0.1

HIGHER EDUCATION STAFF INFORMATION (EEO-6) -- 1981
FULL-TIME-STAFF BY SELECTED OCCUPATIONAL ACTIVITY AND SALARY RANGE, 11-MONTH CONTRACT
CALIFORNIA STATE UNIVERSITY

ACTIVITY	GRAND TOTAL	MALE TOTAL	MALE WHITE (NON-HISPANIC)	MALE BLACK (NON-HISPANIC)	MALE HISPANIC	MALE ASIAN OR PACIFIC ISLANDER	MALE AMERICAN INDIAN OR ALASKAN NATIVE	FEMALE TOTAL	FEMALE WHITE (NON-HISPANIC)	FEMALE BLACK (NON-HISPANIC)	FEMALE HISPANIC	FEMALE ASIAN OR PACIFIC ISLANDER	FEMALE AMERICAN INDIAN OR ALASKAN NATIVE
EXEC/ADMIN/MANAGERIAL													
BELOW $7,500	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 7,500 - 9,999	-	-	-	-	-	-	-	-	-	-	-	-	-
$10,000 - 12,999	-	-	-	-	-	-	-	-	-	-	-	-	-
$13,000 - 15,999	1	-	-	-	-	-	-	1	1	-	-	-	-
$16,000 - 18,999	-	-	-	-	-	-	-	-	-	-	-	-	-
$19,000 - 24,999	36	11	6	2	2	1	-	25	21	3	1	-	-
$25,000 - 29,999	145	77	61	4	10	1	1	68	57	4	1	5	1
$30,000 - 34,999	236	183	143	22	17	1	-	53	45	4	3	1	-
$35,000 - 39,999	169	133	116	8	4	3	2	36	32	3	1	-	-
$40,000 - 44,999	299	268	235	13	12	8	-	31	29	1	1	-	-
$45,000 - 49,999	275	244	219	8	12	5	-	31	28	3	-	-	-
$50,000 and above	105	95	89	3	2	1	-	10	9	1	-	-	-
TOTAL	1,266	1,011	869	60	59	20	3	255	222	19	7	6	1
PERCENT	100.0	79.9	68.6	4.7	4.7	1.6	0.2	20.1	17.5	1.5	0.6	0.5	0.1
FACULTY													
BELOW $7,500	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 7,500 - 9,999	-	-	-	-	-	-	-	-	-	-	-	-	-
$10,000 - 12,999	-	-	-	-	-	-	-	-	-	-	-	-	-
$13,000 - 15,999	-	-	-	-	-	-	-	-	-	-	-	-	-
$16,000 - 18,999	-	-	-	-	-	-	-	-	-	-	-	-	-
$19,000 - 24,999	7	5	3	-	2	-	-	2	1	-	-	-	1
$25,000 - 29,999	26	21	18	1	-	-	2	5	3	-	1	1	-
$30,000 - 34,999	50	39	32	3	2	1	1	11	9	-	1	1	-
$35,000 - 39,999	46	40	36	1	-	2	1	6	4	2	-	-	-
$40,000 - 44,999	222	189	176	-	4	6	3	33	30	-	-	2	1
$45,000 - 49,999	-	-	-	-	-	-	-	-	-	-	-	-	-
$50,000 and above	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	351	294	265	5	8	10	6	57	47	2	2	4	2
PERCENT	100.0	83.8	75.5	1.4	2.3	2.8	1.7	16.2	13.4	0.6	0.6	1.1	0.6
PROFESSIONAL NON-FACULTY													
BELOW $7,500	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 7,500 - 9,999	-	-	-	-	-	-	-	-	-	-	-	-	-
$10,000 - 12,999	-	-	-	-	-	-	-	-	-	-	-	-	-
$13,000 - 15,999	38	16	12	4	-	-	-	22	16	3	2	1	-
$16,000 - 18,999	156	41	23	8	6	4	-	115	73	9	18	13	2
$19,000 - 24,999	1,077	463	314	48	64	33	4	614	454	57	47	49	7
$25,000 - 29,999	799	467	361	43	36	21	6	332	274	24	14	20	-
$30,000 - 34,999	377	264	227	15	9	12	1	113	97	1	5	9	1
$35,000 - 39,999	103	86	78	4	2	1	1	17	12	3	-	1	1
$40,000 - 44,999	59	51	41	6	1	3	-	8	6	1	1	-	-
$45,000 - 49,999	43	34	30	-	1	3	-	9	8	-	1	-	-
$50,000 and above	13	11	11	-	-	-	-	2	2	-	-	-	-
TOTAL	2,665	1,433	1,097	128	119	77	12	1,232	942	98	86	95	11
PERCENT	100.0	53.8	41.2	4.8	4.5	2.9	0.5	46.2	35.3	3.7	3.2	3.6	0.4
GRAND TOTAL	4,282	2,738	2,231	193	186	107	21	1,544	1,211	119	95	105	14
PERCENT	100.0	63.9	52.1	4.5	4.3	2.5	0.5	36.1	28.3	2.8	2.2	2.5	0.3

HIGHER EDUCATION STAFF INFORMATION (EEO-6) -- 1981

FULL-TIME FACULTY BY TENURE STATUS AND RANK

CALIFORNIA STATE UNIVERSITY

	GRAND TOTAL	MALE						FEMALE					
		TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE
TENURED													
PROFESSORS................	6,466	5,535	5,017	72	97	329	20	931	845	29	18	37	2
ASSOCIATE PROFESSORS.....	2,342	1,700	1,479	71	71	70	9	642	552	25	25	37	3
ASSISTANT PROFESSORS.....	241	152	113	15	14	9	1	89	75	7	3	4	-
INSTRUCTORS...............	1	-	-	-	-	-	-	-	-	-	-	-	1
LECTURERS.................	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER FACULTY............	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL.....................	9,050	7,387	6,609	158	182	408	30	1,663	1,472	61	46	78	6
PERCENT...................	100.0	81.6	73.0	1.8	2.0	4.5	0.3	18.4	16.3	0.7	0.5	0.9	0.1
NON-TENURED ON TRACK													
PROFESSORS................	134	117	93	2	3	18	1	17	14	1	-	2	-
ASSOCIATE PROFESSORS.....	430	344	287	10	14	30	3	86	77	4	-	5	-
ASSISTANT PROFESSORS.....	799	487	387	19	39	38	4	312	265	12	17	12	6
INSTRUCTORS...............	5	2	2	-	-	-	-	3	2	-	1	-	-
LECTURERS.................	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER FACULTY............	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL.....................	1,368	950	769	31	56	86	8	418	358	17	18	19	6
PERCENT...................	100.0	69.4	56.2	2.3	4.1	6.3	0.6	30.6	26.2	1.2	1.3	1.4	0.4
OTHER													
PROFESSORS................	117	106	100	-	3	3	-	11	9	-	1	-	1
ASSOCIATE PROFESSORS.....	265	209	159	7	8	33	2	56	44	1	7	4	-
ASSISTANT PROFESSORS.....	690	401	338	9	20	32	2	289	253	12	10	13	1
INSTRUCTORS...............	193	84	74	-	6	3	1	109	90	3	7	7	2
LECTURERS.................	25	14	13	-	1	-	-	11	10	-	-	-	1
OTHER FACULTY............	1	1	1	-	-	-	-	-	-	-	-	-	-
TOTAL.....................	1,291	815	685	16	38	71	5	476	406	16	25	24	5
PERCENT...................	100.0	63.1	53.1	1.2	2.9	5.5	0.4	36.9	31.5	1.2	1.9	1.9	0.4
GRAND TOTAL................	11,709	9,152	8,063	205	276	565	43	2,557	2,236	94	89	121	17
PERCENT.....................	100.0	78.2	68.7	1.8	2.4	4.8	0.4	21.8	19.1	0.8	0.8	1.0	0.2

FULL-TIME STAFF
NEW HIRES
FALL 1979 TO FALL 1981

CALIFORNIA STATE UNIVERSITY

ACTIVITY	GRAND TOTAL	MALE						FEMALE					
		TOTAL	WHITE (NON-HISPANIC)	BLACK (NON-HISPANIC)	HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HISPANIC)	BLACK (NON-HISPANIC)	HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE
EXEC/ADMIN/MANAGERIAL:													
TOTAL....................	221	161	122	12	21	5	1	60	45	8	2	5	-
PERCENT..................	100.0	72.9	55.2	5.4	9.5	2.3	0.5	27.1	20.4	3.6	0.9	2.3	-
FACULTY													
TENURED:													
PROFESSOR..............	22	21	20	-	1	-	-	1	1	-	-	-	-
ASSOC PROFESSOR........	14	13	11	-	-	2	-	1	1	-	-	-	-
ASST PROFESSOR.........	4	1	-	-	-	1	-	3	2	-	-	1	-
INSTRUCTOR.............	-	-	-	-	-	-	-	-	-	-	-	-	-
LECTURER...............	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER RANK.............	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL....................	40	35	31	-	1	3	-	5	4	-	-	1	-
PERCENT..................	100.0	87.5	77.5	-	2.5	7.5	-	12.5	10.0	-	-	2.5	-
NON-TENURED ON TRACK:													
PROFESSOR..............	137	121	97	1	2	19	2	16	14	1	-	1	-
ASSOC PROFESSOR........	310	247	206	6	12	23	-	63	54	2	2	5	-
ASST PROFESSOR.........	505	313	250	14	21	24	4	192	162	9	13	8	-
INSTRUCTOR.............	3	1	1	-	-	-	-	2	1	-	1	-	-
LECTURER...............	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER RANK.............	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL....................	955	682	554	21	35	66	6	273	231	12	16	14	-
PERCENT..................	100.0	71.4	58.0	2.2	3.7	6.9	0.6	28.6	24.2	1.3	1.7	1.5	-
OTHER:													
PROFESSOR..............	233	211	191	1	8	11	-	22	21	1	-	-	-
ASSOC PROFESSOR........	485	387	323	7	12	44	1	98	76	3	15	4	-
ASST PROFESSOR.........	1,471	856	721	17	37	75	6	615	545	16	25	27	2
INSTRUCTOR.............	479	230	197	4	13	15	1	249	211	8	15	13	2
LECTURER...............	181	111	92	5	4	10	-	70	63	4	2	1	-
OTHER RANK.............	121	89	79	-	8	2	-	32	28	-	-	-	4
TOTAL....................	2,970	1,884	1,603	34	82	157	8	1,086	944	32	57	45	8
PERCENT..................	100.0	63.4	54.0	1.1	2.8	5.3	0.3	36.6	31.8	1.1	1.9	1.5	0.3
PROFESSIONAL NON-FACULTY													
TOTAL....................	1,638	899	628	97	111	54	9	739	518	73	79	60	9
PERCENT..................	100.0	54.9	38.3	5.9	6.8	3.3	0.5	45.1	31.6	4.5	4.8	3.7	0.5
GRAND TOTAL..............	5,824	3,661	2,938	164	250	285	24	2,163	1,742	125	154	125	17
PERCENT..................	100.0	62.9	50.4	2.8	4.3	4.9	0.4	37.1	29.9	2.1	2.6	2.1	0.3

FULL-TIME STAFF
PROMOTIONS
FALL 1979 TO FALL 1981

CALIFORNIA STATE UNIVERSITY

ACTIVITY	GRAND TOTAL	MALE						FEMALE					
		TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE
EXEC/ADMIN/MANAGERIAL:													
WITHIN CLASS	153	107	89	5	6	6	1	46	36	2	3	1	4
TO CLASS	3	1	1	-	-	-	-	2	1	1	-	-	-
TOTAL	156	108	90	5	6	6	1	48	37	3	3	1	4
PERCENT	100.0	69.2	57.7	3.2	3.8	3.8	0.6	30.8	23.7	1.9	1.9	0.6	2.6
FACULTY													
TENURED:													
TO PROFESSOR	862	679	587	15	19	54	4	183	162	7	6	7	1
TO ASSOC PROFESSOR	428	281	240	17	11	11	2	147	118	10	9	9	1
TO ASST PROFESSOR	2	-	-	-	-	-	-	2	2	-	-	-	-
TO INSTRUCTOR	-	-	-	-	-	-	-	-	-	-	-	-	-
TO LECTURER	-	-	-	-	-	-	-	-	-	-	-	-	-
TO OTHER RANK	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL	1,292	960	827	32	30	65	6	332	282	17	15	16	2
PERCENT	100.0	74.3	64.0	2.5	2.3	5.0	0.5	25.7	21.8	1.3	1.2	1.2	0.2
NON-TENURED ON TRACK:													
TO PROFESSOR	37	28	23	1	-	4	-	9	7	-	1	1	-
TO ASSOC PROFESSOR	79	54	47	2	2	3	-	25	22	2	-	1	-
TO ASST PROFESSOR	1	-	-	-	-	-	-	1	-	1	-	-	-
TO INSTRUCTOR	-	-	-	-	-	-	-	-	-	-	-	-	-
TO LECTURER	-	-	-	-	-	-	-	-	-	-	-	-	-
TO OTHER RANK	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL	117	82	70	3	2	7	-	35	29	3	1	2	-
PERCENT	100.0	70.1	59.8	2.6	1.7	6.0	-	29.9	24.8	2.6	0.9	1.7	-
OTHER FACULTY:													
TO PROFESSOR	10	8	5	1	1	1	-	2	2	-	-	-	-
TO ASSOC PROFESSOR	-	-	-	-	-	-	-	-	-	-	-	-	-
TO ASST PROFESSOR	1	-	-	-	-	-	-	1	1	-	-	-	-
TO INSTRUCTOR	-	-	-	-	-	-	-	-	-	-	-	-	-
TO LECTURER	-	-	-	-	-	-	-	-	-	-	-	-	-
TO OTHER RANK	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL	11	8	5	1	1	1	-	3	3	-	-	-	-
PERCENT	100.0	72.7	45.5	9.1	9.1	9.1	-	27.3	27.3	-	-	-	-
TOTAL	1,420	1,050	902	36	33	73	1	370	314	20	16	18	2
PERCENT	100.0	73.9	63.5	2.5	2.3	5.1	0.1	26.1	22.1	1.4	1.1	1.3	0.1
PROFESSIONAL NON-FACULTY													
WITHIN CLASS	397	155	123	6	16	10	-	242	186	14	17	23	2
TO CLASS	7	3	2	1	-	-	-	4	4	-	-	-	-
TOTAL	404	158	125	7	16	10	-	246	190	14	17	23	2
PERCENT	100.0	39.1	30.9	1.7	4.0	2.5	-	60.9	47.0	3.5	4.2	5.7	0.5
GRAND TOTAL	1,980	1,316	1,117	48	55	89	7	664	541	37	36	42	8
PERCENT	100.0	66.5	56.4	2.4	2.8	4.5	0.4	33.5	27.3	1.9	1.8	2.1	0.4

FULL-TIME STAFF
SEPARATIONS
FALL 1979 TO FALL 1981

CALIFORNIA STATE UNIVERSITY

ACTIVITY	GRAND TOTAL	MALE						FEMALE					
		TOTAL	WHITE (NON-HISPANIC)	BLACK (NON-HISPANIC)	HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HISPANIC)	BLACK (NON-HISPANIC)	HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE
EXEC/ADMIN/MANAGERIAL:													
TOTAL....................	243	182	158	6	13	5	-	61	47	6	1	7	-
PERCENT..................	100.0	74.9	65.0	2.5	5.3	2.1	-	25.1	19.3	2.5	0.4	2.9	-
FACULTY													
TENURED:													
PROFESSOR..............	717	648	623	1	7	16	1	69	67	-	2	-	-
ASSOC PROFESSOR........	210	164	150	4	6	4	-	46	43	2	1	-	-
ASST PROFESSOR.........	53	31	24	3	2	2	-	22	19	2	-	1	-
INSTRUCTOR.............	-	-	-	-	-	-	-	-	-	-	-	-	-
LECTURER...............	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER RANK.............	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL....................	980	843	797	8	15	22	1	137	129	4	3	1	-
PERCENT..................	100.0	86.0	81.3	0.8	1.5	2.2	0.1	14.0	13.2	0.4	0.3	0.1	-
NON-TENURED ON TRACK:													
PROFESSOR..............	19	19	16	-	1	1	1	-	-	-	-	-	-
ASSOC PROFESSOR........	69	56	50	-	4	2	-	13	9	1	2	1	-
ASST PROFESSOR.........	192	129	108	5	6	9	1	63	51	5	3	2	2
INSTRUCTOR.............	3	1	1	-	-	-	-	2	1	1	-	-	-
LECTURER...............	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER RANK.............	147	83	70	5	4	4	-	64	56	4	3	1	-
TOTAL....................	430	288	245	10	15	16	2	142	117	11	8	4	2
PERCENT..................	100.0	67.0	57.0	2.3	3.5	3.7	0.5	33.0	27.2	2.6	1.9	0.9	0.5
OTHER:													
PROFESSOR..............	199	176	160	1	6	9	-	23	22	1	-	-	-
ASSOC PROFESSOR........	201	161	137	5	6	12	1	40	32	2	5	1	-
ASST PROFESSOR.........	663	406	325	13	19	48	1	257	232	6	9	10	-
INSTRUCTOR.............	235	110	92	3	5	10	-	125	109	4	6	5	1
LECTURER...............	3	3	3	-	-	-	-	-	-	-	-	-	-
OTHER RANK.............	103	76	69	-	5	2	-	27	25	1	-	-	1
TOTAL....................	1,404	932	786	22	41	81	2	472	420	14	20	16	2
PERCENT..................	100.0	66.4	56.0	1.6	2.9	5.8	0.1	33.6	29.9	1.0	1.4	1.1	0.1
PROFESSIONAL NON-FACULTY													
TOTAL....................	902	462	320	53	52	32	5	440	329	34	41	32	4
PERCENT..................	100.0	51.2	35.5	5.9	5.8	3.5	0.6	48.8	36.5	3.8	4.5	3.5	0.4
GRAND TOTAL..................	3,959	2,707	2,306	99	136	156	10	1,252	1,042	69	73	60	8
PERCENT......................	100.0	68.4	58.2	2.5	3.4	3.9	0.3	31.6	26.3	1.7	1.8	1.5	0.2

APPENDIX H

STATISTICAL TABLES, CALIFORNIA COMMUNITY COLLEGES

HIGHER EDUCATION STAFF INFORMATION (EEO-6) -- 1981
FULL-TIME-STAFF BY SELECTED OCCUPATIONAL ACTIVITY AND SALARY RANGE, 9-MONTH CONTRACT
CALIFORNIA COMMUNITY COLLEGES

ACTIVITY	GRAND TOTAL	MALE						FEMALE					
		TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE
EXEC/ADMIN/MANAGERIAL													
BELOW $7,500	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 7,500 - 9,999	-	-	-	-	-	-	-	-	-	-	-	-	-
$10,000 - 12,999	-	-	-	-	-	-	-	-	-	-	-	-	-
$13,000 - 15,999	2	1	1	-	-	-	-	1	1	-	-	-	-
$16,000 - 18,999	5	2	2	-	-	-	-	3	3	-	-	-	-
$19,000 - 24,999	4	2	-	1	1	-	-	2	2	-	-	-	-
$25,000 - 29,999	8	2	2	-	-	-	-	6	4	2	-	-	-
$30,000 - 34,999	42	25	23	1	-	1	-	17	14	1	1	1	-
$35,000 - 39,999	40	30	28	-	2	-	-	10	8	1	-	1	-
$40,000 - 44,999	42	30	26	2	-	2	-	12	10	-	-	2	-
$45,000 - 49,999	1	1	1	-	-	-	-	-	-	-	-	-	-
$50,000 and above	4	4	4	-	-	-	-	-	-	-	-	-	-
TOTAL	148	97	87	4	3	3	-	51	42	4	1	4	-
PERCENT	100.0	65.5	58.8	2.7	2.0	2.0	-	34.5	28.4	2.7	0.7	2.7	-
FACULTY													
BELOW $7,500	25	16	15	1	-	-	-	9	8	1	-	-	-
$ 7,500 - 9,999	12	3	2	1	-	-	-	9	7	-	1	1	-
$10,000 - 12,999	28	6	6	-	-	-	-	22	17	3	-	2	-
$13,000 - 15,999	92	28	21	2	2	1	2	64	49	9	2	4	-
$16,000 - 18,999	264	129	96	15	13	5	-	135	101	9	17	7	1
$19,000 - 24,999	1,762	877	702	71	59	36	9	885	686	81	63	50	5
$25,000 - 29,999	3,607	2,172	1,854	97	133	71	17	1,435	1,159	122	82	61	11
$30,000 - 34,999	5,994	4,360	3,958	108	189	79	26	1,634	1,397	89	65	74	9
$35,000 - 39,999	2,879	2,125	1,945	54	72	47	7	754	656	42	26	28	2
$40,000 - 44,999	46	34	34	-	-	-	-	12	11	1	-	-	-
$45,000 - 49,999	22	20	18	-	1	-	1	2	2	-	-	-	-
$50,000 and above	6	5	5	-	-	-	-	1	1	-	-	-	-
TOTAL	14,737	9,775	8,656	349	469	239	62	4,962	4,094	357	256	227	28
PERCENT	100.0	66.3	58.7	2.4	3.2	1.6	0.4	33.7	27.8	2.4	1.7	1.5	0.2
PROFESSIONAL NON-FACULTY													
BELOW $7,500	1	-	-	-	-	-	-	1	1	-	-	-	-
$ 7,500 - 9,999	2	-	-	-	-	-	-	2	2	-	-	-	-
$10,000 - 12,999	15	3	3	-	-	-	-	12	8	2	1	1	-
$13,000 - 15,999	16	-	-	-	-	-	-	16	12	2	1	1	-
$16,000 - 18,999	21	6	5	1	-	-	-	15	9	2	-	4	-
$19,000 - 24,999	38	10	6	1	3	-	-	28	18	4	2	4	-
$25,000 - 29,999	78	24	9	4	6	4	1	54	37	8	5	4	-
$30,000 - 34,999	93	51	46	-	4	1	-	42	33	2	3	4	-
$35,000 - 39,999	24	17	16	-	1	-	-	7	6	1	-	-	-
$40,000 - 44,999	1	-	-	-	-	-	-	1	1	-	-	-	-
$45,000 - 49,999	-	-	-	-	-	-	-	-	-	-	-	-	-
$50,000 and above	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	289	111	85	6	14	5	1	178	127	21	12	18	-
PERCENT	100.0	38.4	29.4	2.1	4.8	1.7	0.3	61.6	43.9	7.3	4.2	6.2	-
GRAND TOTAL	15,174	9,983	8,857	359	486	247	63	5,191	4,263	382	269	249	28
PERCENT	100.0	65.8	58.4	2.4	3.2	1.6	0.4	34.2	28.1	2.5	1.8	1.6	0.2

HIGHER EDUCATION STAFF INFORMATION (EEO-6) -- 1981
FULL-TIME-STAFF BY SELECTED OCCUPATIONAL ACTIVITY AND SALARY RANGE, 11-MONTH CONTRACT
CALIFORNIA COMMUNITY COLLEGES

ACTIVITY	GRAND TOTAL	MALE						FEMALE					
		TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE
EXEC/ADMIN/MANAGERIAL													
BELOW $7,500..............	1	1	1	-	-	-	-	-	-	-	-	-	-
$ 7,500 - 9,999..........	-	-	-	-	-	-	-	-	-	-	-	-	-
$10,000 - 12,999..........	4	2	1	-	1	-	-	2	2	-	-	-	-
$13,000 - 15,999..........	8	4	2	2	-	-	-	4	3	-	1	-	-
$16,000 - 18,999..........	59	20	14	1	3	2	-	39	30	4	2	3	-
$19,000 - 24,999..........	145	80	65	4	8	2	1	65	57	3	4	1	-
$25,000 - 29,999..........	180	105	84	9	10	2	-	75	61	5	5	4	-
$30,000 - 34,999..........	193	127	100	11	13	3	-	66	53	8	-	4	1
$35,000 - 39,999..........	381	271	198	18	34	17	4	110	66	21	12	8	3
$40,000 - 44,999..........	473	361	279	38	32	8	4	112	80	18	10	3	1
$45,000 - 49,999..........	524	428	339	36	38	9	6	96	73	14	4	3	2
$50,000 and above.........	366	330	295	17	13	4	1	36	32	3	-	1	-
TOTAL.....................	2,334	1,729	1,378	136	152	47	16	605	457	76	38	27	7
PERCENT...................	100.0	74.1	59.0	5.8	6.5	2.0	0.7	25.9	19.6	3.3	1.6	1.2	0.3
FACULTY													
BELOW $7,500..............	-	-	-	-	-	-	-	-	-	-	-	-	-
$ 7,500 - 9,999..........	-	-	-	-	-	-	-	-	-	-	-	-	-
$10,000 - 12,999..........	4	1	1	-	-	-	-	3	3	-	-	-	-
$13,000 - 15,999..........	4	1	1	-	-	-	-	3	3	-	-	-	-
$16,000 - 18,999..........	7	2	2	-	-	-	-	5	5	-	-	-	-
$19,000 - 24,999..........	42	23	20	-	2	1	-	19	15	1	2	1	-
$25,000 - 29,999..........	111	50	35	4	10	1	-	61	48	6	4	3	-
$30,000 - 34,999..........	189	117	92	10	13	2	-	72	51	9	8	4	-
$35,000 - 39,999..........	225	163	132	9	20	1	1	62	53	3	6	-	-
$40,000 - 44,999..........	100	75	66	4	5	-	-	25	17	4	1	3	-
$45,000 - 49,999..........	67	51	39	4	7	-	1	16	10	4	1	1	-
$50,000 and above.........	1	1	1	-	-	-	-	-	-	-	-	-	-
TOTAL.....................	750	484	389	31	57	5	2	266	205	27	22	12	-
PERCENT...................	100.0	64.5	51.9	4.1	7.6	0.7	0.3	35.5	27.3	3.6	2.9	1.6	-
PROFESSIONAL NON-FACULTY													
BELOW $7,500..............	3	1	-	-	1	-	-	2	1	-	-	1	-
$ 7,500 - 9,999..........	1	-	-	-	-	-	-	1	1	-	-	-	-
$10,000 - 12,999..........	8	3	2	-	-	1	-	5	4	1	-	-	-
$13,000 - 15,999..........	44	16	11	2	-	3	-	28	20	3	3	2	-
$16,000 - 18,999..........	88	30	19	4	4	2	1	58	44	4	7	3	-
$19,000 - 24,999..........	258	126	77	9	21	19	-	132	91	7	9	25	-
$25,000 - 29,999..........	205	99	69	7	9	14	-	106	75	6	9	16	-
$30,000 - 34,999..........	145	90	63	7	9	11	-	55	42	5	5	2	1
$35,000 - 39,999..........	116	93	75	4	7	7	-	23	19	1	1	2	-
$40,000 - 44,999..........	23	21	17	2	-	2	-	2	1	1	-	-	-
$45,000 - 49,999..........	10	8	6	1	1	-	-	2	2	-	-	-	-
$50,000 and above.........	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL.....................	901	487	339	36	52	59	1	414	300	28	34	51	1
PERCENT...................	100.0	54.1	37.6	4.0	5.8	6.5	0.1	45.9	33.3	3.1	3.8	5.7	0.1
GRAND TOTAL...............	3,985	2,700	2,106	203	261	111	19	1,285	962	131	94	90	8
PERCENT...................	100.0	67.8	52.8	5.1	6.5	2.8	0.5	32.2	24.1	3.3	2.4	2.3	0.2

HIGHER EDUCATION STAFF INFORMATION (EEO-6) -- 1981

FULL-TIME FACULTY BY TENURE STATUS AND RANK

CALIFORNIA COMMUNITY COLLEGES

	GRAND TOTAL	MALE						FEMALE					
		TOTAL	WHITE (NON-HISPANIC)	BLACK (NON-HISPANIC)	HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HISPANIC)	BLACK (NON-HISPANIC)	HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE
TENURED													
PROFESSORS................	778	541	446	61	21	12	1	237	174	49	6	8	-
ASSOCIATE PROFESSORS......	383	240	215	7	17	-	1	143	126	7	5	2	3
ASSISTANT PROFESSORS......	84	46	40	-	4	1	1	38	32	1	4	-	1
INSTRUCTORS...............	12,769	8,792	7,816	287	426	210	53	3,977	3,331	243	204	180	19
LECTURERS.................	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER FACULTY.............	405	219	169	16	32	-	2	186	137	25	14	9	1
TOTAL.....................	14,419	9,838	8,686	371	500	223	58	4,581	3,800	325	233	199	24
PERCENT...................	100.0	68.2	60.2	2.6	3.5	1.5	0.4	31.8	26.4	2.3	1.6	1.4	0.2
NON-TENURED ON TRACK													
PROFESSORS................	1	1	1	-	-	-	-	-	-	-	-	-	-
ASSOCIATE PROFESSORS......	25	15	15	-	-	-	-	10	10	-	-	-	-
ASSISTANT PROFESSORS......	6	1	1	-	-	-	-	5	4	1	-	-	-
INSTRUCTORS...............	1,098	559	482	24	26	21	6	539	432	32	37	35	3
LECTURERS.................	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER FACULTY.............	94	41	31	2	7	1	-	53	31	13	8	1	-
TOTAL.....................	1,224	617	530	26	33	212	6	607	477	46	45	36	3
PERCENT...................	100.0	50.4	43.3	2.1	2.7	1.8	0.5	49.6	39.0	3.8	3.7	2.9	0.2
OTHER													
PROFESSORS................	-	-	-	-	-	-	-	-	-	-	-	-	-
ASSOCIATE PROFESSORS......	12	9	7	1	1	-	-	3	3	-	-	-	-
ASSISTANT PROFESSORS......	16	6	6	-	-	-	-	10	10	-	-	-	-
INSTRUCTORS...............	372	167	129	13	13	9	3	205	163	15	10	16	1
LECTURERS.................	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER FACULTY.............	124	54	35	4	9	5	1	70	33	22	10	5	-
TOTAL.....................	524	236	177	18	23	14	4	288	209	37	20	21	1
PERCENT...................	100.0	45.0	33.8	3.4	4.4	2.7	0.8	55.0	39.9	7.1	3.8	4.0	0.2
GRAND TOTAL................	16,167	10,691	9,393	415	556	229	68	5,476	4,486	408	298	256	28
PERCENT....................	100.0	66.1	58.1	2.6	3.4	1.6	0.4	33.9	27.7	2.5	1.8	1.6	0.2

FULL-TIME STAFF
NEW HIRES
FALL 1979 TO FALL 1981

CALIFORNIA COMMUNITY COLLEGES

		MALE						FEMALE					
ACTIVITY	GRAND TOTAL	TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE
EXEC/ADMIN/MANAGERIAL:													
TOTAL	181	124	92	7	19	6	-	57	38	11	4	4	-
PERCENT	100.0	68.5	50.8	3.9	10.5	3.3	-	31.5	21.0	6.1	2.2	2.2	-
FACULTY													
TENURED:													
PROFESSOR	-	-	-	-	-	-	-	-	-	-	-	-	-
ASSOC PROFESSOR	-	-	-	-	-	-	-	-	-	-	-	-	-
ASST PROFESSOR	2	2	1	1	-	-	-	-	-	-	-	-	-
INSTRUCTOR	383	195	154	33	2	6	-	188	148	15	11	13	1
LECTURER	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER RANK	22	6	3	-	3	-	-	16	10	4	2	-	-
TOTAL	407	203	158	34	5	6	-	204	158	19	13	13	1
PERCENT	100.0	49.9	38.8	8.4	1.2	1.5	-	50.1	38.8	4.7	3.2	3.2	0.2
NON-TENURED ON TRACK:													
PROFESSOR	37	17	16	-	-	1	-	20	17	-	3	-	-
ASSOC PROFESSOR	30	19	19	-	-	-	-	11	11	-	-	-	-
ASST PROFESSOR	4	1	1	-	-	-	-	3	3	-	-	-	-
INSTRUCTOR	985	569	482	31	26	26	4	416	329	30	25	31	1
LECTURER	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER RANK	68	24	14	1	8	1	-	44	32	6	4	2	-
TOTAL	1,124	630	532	32	34	28	4	494	392	36	32	33	1
PERCENT	100.0	56.0	47.3	2.8	3.0	2.5	0.4	44.0	34.9	3.2	2.8	2.9	0.1
OTHER:													
PROFESSOR	-	-	-	-	-	-	-	-	-	-	-	-	-
ASSOC PROFESSOR	2	1	1	-	-	-	-	1	-	-	-	-	1
ASST PROFESSOR	1	-	-	-	-	-	-	1	1	-	-	-	-
INSTRUCTOR	295	118	102	8	5	3	-	177	147	14	9	7	-
LECTURER	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER RANK	52	14	11	2	-	1	-	38	26	6	4	2	-
TOTAL	350	133	114	10	5	4	-	217	174	20	13	9	1
PERCENT	100.0	38.0	32.6	2.9	1.4	1.1	-	62.0	49.7	5.7	3.7	2.6	0.3
PROFESSIONAL NON-FACULTY													
TOTAL	244	114	73	12	15	14	-	130	83	12	14	21	-
PERCENT	100.0	46.7	29.9	4.9	6.1	5.7	-	53.3	34.0	4.9	5.7	8.6	-
GRAND TOTAL	2,306	1,204	969	95	78	58	4	1,102	845	98	76	80	3
PERCENT	100.0	52.2	42.0	4.1	3.4	2.5	0.2	47.8	36.6	4.2	3.3	3.5	0.1

FULL-TIME STAFF
PROMOTIONS
FALL 1979 TO FALL 1981

CALIFORNIA COMMUNITY COLLEGES

ACTIVITY	GRAND TOTAL	MALE						FEMALE					
		TOTAL	WHITE (NON-HISPANIC)	BLACK (NON-HISPANIC)	HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HISPANIC)	BLACK (NON-HISPANIC)	HISPANIC	ASIAN OR PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKAN NATIVE
EXEC/ADMIN/MANAGERIAL:													
WITHIN CLASS.............	143	101	70	16	10	5	-	42	31	4	4	3	-
TO CLASS..................	202	128	77	18	24	7	2	74	47	10	8	8	1
TOTAL......................	345	229	147	34	34	12	2	116	78	14	12	11	1
PERCENT....................	100.0	66.4	42.6	9.9	9.9	3.5	0.6	33.6	22.6	4.1	3.5	3.2	0.3
FACULTY													
TENURED:													
TO PROFESSOR...........	34	20	20	-	-	-	-	14	13	-	-	1	-
TO ASSOC PROFESSOR.....	36	17	13	1	2	1	-	19	19	-	-	-	-
TO ASST PROFESSOR......	6	2	2	-	-	-	-	4	4	-	-	-	-
TO INSTRUCTOR..........	42	19	15	-	3	1	-	23	19	2	1	1	-
TO LECTURER............	-	-	-	-	-	-	-	-	-	-	-	-	-
TO OTHER RANK..........	15	12	9	2	1	-	-	3	3	-	-	-	-
SUBTOTAL................	133	70	59	3	6	2	-	63	58	2	1	2	-
PERCENT.................	100.0	52.6	44.4	2.3	4.5	1.5	-	47.4	43.6	1.5	0.8	1.5	-
NON-TENURED ON TRACK:													
TO PROFESSOR...........	-	-	-	-	-	-	-	-	-	-	-	-	-
TO ASSOC PROFESSOR.....	5	4	4	-	-	-	-	1	1	-	-	-	-
TO ASST PROFESSOR......	3	-	-	-	-	-	-	3	2	-	-	-	1
TO INSTRUCTOR..........	11	3	2	-	1	-	-	8	6	-	1	1	-
TO LECTURER............	3	1	-	1	-	-	-	2	-	2	-	-	-
TO OTHER RANK..........	3	1	1	-	-	-	-	2	2	-	-	-	-
SUBTOTAL................	25	9	7	1	1	-	-	16	11	2	1	1	1
PERCENT.................	100.0	36.0	28.0	4.0	4.0	-	-	64.0	44.0	8.0	4.0	4.0	4.0
OTHER FACULTY:													
TO PROFESSOR...........	-	-	-	-	-	-	-	-	-	-	-	-	-
TO ASSOC PROFESSOR.....	2	1	1	-	-	-	-	1	1	-	-	-	-
TO ASST PROFESSOR......	-	-	-	-	-	-	-	-	-	-	-	-	-
TO INSTRUCTOR..........	6	2	1	-	1	-	-	4	1	-	1	2	-
TO LECTURER............	-	-	-	-	-	-	-	-	-	-	-	-	-
TO OTHER RANK..........	85	34	20	5	1	8	-	51	35	2	2	12	-
SUBTOTAL................	93	37	22	5	2	8	-	56	37	2	3	14	-
PERCENT.................	100.0	39.8	23.7	5.4	2.2	8.6	-	60.2	39.8	2.2	3.2	15.1	-
TOTAL......................	596	345	253	92	63	22	2	251	184	20	17	28	2
PERCENT....................	100.0	57.9	42.0	15.4	10.6	3.7	0.3	42.1	30.9	3.4	2.9	4.7	0.3
PROFESSIONAL NON-FACULTY													
WITHIN CLASS.............	365	59	33	11	7	8	-	306	158	71	37	38	2
TO CLASS..................	84	32	18	3	5	5	1	52	39	2	5	6	-
TOTAL......................	449	91	51	14	12	13	1	358	197	73	42	44	2
PERCENT....................	100.0	20.3	11.4	3.1	2.7	2.9	0.2	79.7	43.9	16.3	9.4	9.8	0.4
GRAND TOTAL................	1,045	436	286	57	55	35	3	609	381	93	59	72	4
PERCENT....................	100.0	41.7	27.4	5.5	5.3	3.3	0.3	58.3	36.5	8.9	5.6	6.9	0.4

FULL-TIME STAFF
SEPARATIONS
FALL 1979 TO FALL 1981

CALIFORNIA COMMUNITY COLLEGES

ACTIVITY	GRAND TOTAL	MALE						FEMALE					
		TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE	TOTAL	WHITE (NON-HIS-PANIC)	BLACK (NON-HIS-PANIC)	HIS-PANIC	ASIAN OR PACIFIC ISLAND-ER	AMER-ICAN INDIAN OR ALASKAN NATIVE
EXEC/ADMIN/MANAGERIAL:													
TOTAL....................	308	252	209	15	22	5	1	56	44	8	4	-	-
PERCENT..................	100.0	81.8	67.9	4.9	7.1	1.6	0.3	18.2	14.3	2.6	1.3	-	-
FACULTY													
TENURED:													
PROFESSOR..............	52	29	29	-	-	-	-	23	22	1	-	-	-
ASSOC PROFESSOR........	54	32	29	-	2	-	1	22	20	1	1	-	-
ASST PROFESSOR.........	34	16	15	1	-	-	-	18	17	-	1	-	-
INSTRUCTOR.............	919	547	503	24	12	7	1	372	324	20	16	12	-
LECTURER...............	33	13	13	-	-	-	-	20	15	3	1	1	-
OTHER RANK.............	41	22	19	1	2	-	-	19	16	1	2	-	-
TOTAL....................	1,133	659	608	26	16	7	2	474	414	26	21	13	-
PERCENT..................	100.0	58.2	53.7	2.3	1.4	0.6	0.2	41.8	36.5	2.3	1.9	1.1	-
NON-TENURED ON TRACK:													
PROFESSOR..............	-	-	-	-	-	-	-	-	-	-	-	-	-
ASSOC PROFESSOR........	1	1	1	-	-	-	-	-	-	-	-	-	-
ASST PROFESSOR.........	1	1	1	-	-	-	-	-	-	-	-	-	-
INSTRUCTOR.............	192	106	99	3	2	2	-	86	79	1	3	3	-
LECTURER...............	4	2	2	-	-	-	-	2	2	-	-	-	-
OTHER RANK.............	9	3	2	1	-	-	-	6	5	-	1	-	-
TOTAL....................	207	113	105	4	2	2	-	94	86	1	4	3	-
PERCENT..................	100.0	54.6	50.7	1.9	1.0	1.0	-	45.4	41.5	0.5	1.9	1.4	-
OTHER:													
PROFESSOR..............	-	-	-	-	-	-	-	-	-	-	-	-	-
ASSOC PROFESSOR........	2	1	1	-	-	-	-	1	1	-	-	-	-
ASST PROFESSOR.........	12	6	5	-	1	-	-	6	4	1	1	-	-
INSTRUCTOR.............	94	45	35	3	6	1	-	49	40	4	3	2	-
LECTURER...............	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER RANK.............	15	4	1	-	3	-	-	11	9	1	-	1	-
TOTAL....................	123	56	42	3	10	1	-	67	54	6	4	3	-
PERCENT..................	100.0	45.5	34.1	2.4	8.1	0.8	-	54.5	43.9	4.9	3.3	2.4	-
PROFESSIONAL NON-FACULTY													
TOTAL....................	238	127	92	13	15	5	2	111	76	9	11	15	-
PERCENT..................	100.0	53.4	38.7	5.5	6.3	2.1	0.8	46.6	31.9	3.8	4.6	6.3	-
GRAND TOTAL..............	2,009	1,207	1,056	61	65	20	5	802	674	50	44	34	-
PERCENT..................	100.0	60.1	52.6	3.0	3.2	1.0	0.2	39.9	33.5	2.5	2.2	1.7	-

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